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ABSTRACT

This document is one in a set of four documents which present a personnel development program aimed at improving the competence of instructional leaders in planning and implementing curricula in generic work skills. (Generic work skills are defined as those skills that facilitate the operation of goal-oriented groups involved in the accomplishment of specific tasks that require cooperative interaction among the members of the group.) Divided into seven parts, this document describes the model of the Instructional Leadership Development (ILD) program and contains the specifications for the two instructional development modules and the program implementation. An introduction provides an overview of the ILD model and discusses the relationship between the ILD model and the ILD program. Part 1 presents the program rationale and purpose. Part 2 discusses the behavioral characterization; or that is, the behaviors that are to be acquired by the teacher or instructional leader. In part 3, the target groups for professional leadership development in the generic work skills curriculum are identified, specifying that a priority group be vocational education personnel. Part 4 presents the curriculum structure of the ILD program, including the curriculum domain and organizing concepts. Parts 5-7 present specifications for the curriculum content of the ILD program in generic work skills, specifications for the generic work skills curriculum management, and specifications for the ILD program implementation. (BM)

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INSTRUCTIONAL LEADERSHIP
Development for Generic
Work Skills Curriculum

A MODEL FOR AN INSTRUCTIONAL LEADERSHIP DEVELOPMENT PROGRAM IN GENERIC WORK SKILLS CURRICULUM

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March 1979

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PREFACE

Supported by a grant from the Vocational Education Research Program of the Bureau of Occupational and Adult Education of the U.S. Office of Education, the Far West Laboratory for Educational Research and Development designed, developed, and pilot-tested a personnel development program aimed at improving the competence of instructional leaders in planning and implementing curricula in generic work skills.

This project used a research curriculum called INTERACTION, which was developed by the Far West Laboratory in 1975,* as a foundation for the personnel development program. The INTERACTION curriculum was designed to help high school students to learn cooperative group interaction skills in small task-oriented groups, in order to prepare them to make healthy adjustments to the requirements of most job settings.

The research curriculum facilitates the development of competence in: (1) communicating effectively; (2) identifying and utilizing group resources; (3) resolving conflicts; (4) planning to accomplish and to carry out tasks; (5) evaluating individual and group performance; (6) sharing leadership/membership responsibilities; (7) making group decisions; and (8) cooperating with group members.

The curriculum was pilot-tested in urban, suburban, and rural settings; in large and small schools; with academically motivated students and with underachievers; and in vocational, experimental, and academic classes. Pilot test findings clearly indicated that in all settings the value and effectiveness

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*INTERACTION and The Effects of Learned Leadership/Membership Skills on Work Performance: Final Report (San Francisco, Calif: Far West Laboratory for Educational Research and Development, 1975).

of the curriculum is greatly enhanced: (1) if the teacher has had previous training in generic work skills, and (2) if the teacher is competent in planning and implementing curricula in generic work skills.

The Instructional Leadership Development program responded to the need outlined above. Accordingly, the project staff at the Far West Laboratory:

- designed a model of, and specifications for, a professional development program for instructional leadership in Generic Work Skills curriculum planning, implementation, and evaluation;
- developed training materials and procedures (based on the model) that enable educators to acquire competence in the planning, implementation, and evaluation of curriculum and instructional programs in generic work skills; and
- pilot tested the program in a variety of professional development settings.

The products developed by the project include: an Orientation Guide; A Model for an Instructional Leadership Development Program in Generic Work Skills Curriculum; Foundations, a curriculum content module; Curriculum Planning, Implementation, and Evaluation, a curriculum management module; and a Final Report.

An essential aspect of the project was the involvement of educational practitioners in the research and development process. This was accomplished through cooperative arrangements with institutes of higher education and participating school districts.

In this document we present the Model of the Instructional Leadership Development program and specifications for the two instructional development modules, and the program implementation.

KEY TERMS

- *Instructional Leadership Development (ILD)*: refers to the professional development of educational personnel who are (or might be) involved in planning, designing, implementing, managing, and evaluating instructional/learning experiences in the domain of generic work skills.

- *Generic Work Skills (GWS)*: refers to one set of skills in the generic work skills domain, namely those skills that facilitate the operation of goal-oriented groups involved in the accomplishment of specific tasks that require cooperative interaction among members of the group.

- *Model*: (a) an abstract representation of reality, or (b) an organized expression of a mental image. This image can be described, depicted, or otherwise displayed. Such a description can then be used to make the model real. In this work, the term model is used in the sense of a mental image--the image of an Instructional Leadership Development program in Generic Work Skills. The model document also outlines specifications for the components of the program and for the relationships among the various components. The model and specifications became the basis upon which a training program was developed and adapted to fit into a variety of institutional settings and implementation modes.

- *Curriculum Content Module*: an instructional resource to be used in implementing an Instructional Leadership Development program in Generic Work Skills that introduces: (a) the knowledge base for generic work skills; (b) a description of the content that can be used to introduce generic work skills curriculum and instruction; and (c) the specification of generic work skills competencies.

- *Curriculum Management Module*: an instructional resource that can be used to implement an Instructional Leadership Development program in Generic Work Skills that introduces arrangements and procedures for the purposing, planning, implementing, and evaluating of generic work skills curriculum and instruction.

TABLE OF CONTENTS

	Page
PREFACE	i
INTRODUCTION	vii
A. An Overview of the ILD Model	vii
B. The Relationship between the Instructional Leadership Development (ILD) Model and the ILD Program	ix
C. Summary	xiii
I. PROGRAM RATIONALE AND PURPOSE	2
A. Introduction	2
B. Rationale	3
1. The General Proposition	3
2. Specific Propositions	4
3. Implications for Education	6
C. Purpose	8
D. Summary	10
II. BEHAVIORAL CHARACTERIZATION	12
A. Introduction	12
B. General Competencies for Instructional Leadership	13
C. Instructional Leadership Development Program Objectives	14
1. Instructional Management Objectives	14
2. Curriculum Content Objectives	15
D. Summary	19
III. TARGET GROUPS	21
A. Introduction	21
B. The Professional Development Need	22
C. Summary	27

IV. THE CURRICULUM STRUCTURE OF THE INSTRUCTIONAL LEADERSHIP DEVELOPMENT PROGRAM 29

A. Introduction. 29

B. Curriculum Domain 30

C. Organizing Concepts 32

D. Summary 34

V. SPECIFICATIONS FOR THE CURRICULUM CONTENT OF THE ILD PROGRAM IN GENERIC WORK SKILLS. 36

A. Introduction. 36

B. The Information and Knowledge Base Relevant to Generic Work Skills Education 37

1. Group Theory, Group Skills: Their Significance and Usefulness. 38
2. Human Groups. 39
3. Identifying and Assessing Generic Work Skills 41

C. The Content Domain of Generic Work Skills Curricula 42

1. Group Communication 44
2. Identifying and Knowing How to Use the Resources of the Group. 47
3. Resolving Conflict. 49
4. Planning. 52
5. Evaluating. 55
6. Sharing Leadership. 58
7. Decision Making 60
8. Working in Accomplishing Cooperation Tasks. 63

D. Personal Competence Domain. 66

E. Summary 67

VI. SPECIFICATIONS FOR GENERIC WORK SKILLS CURRICULUM MANAGEMENT. . . . 69

A. Introduction. 69

B. A General Definition of Curriculum Management 70

C. Goals and Objectives of the GWS Curriculum Management 74

D. Specifications of Managing a GWS Curriculum and Instructional Program 81

1. General Instructional Management Activities 84
2. Specific Instructional Management Activities for GWS . . . 88

E. Summary 103

VII. SPECIFICATIONS FOR ILD PROGRAM IMPLEMENTATION 104

A. Introduction. 105

B. Components and Structure of Implementation. 106

1. Instructional/Learning System 107
2. Learning Facilitation System. 108
3. Application System. 109
4. Institutional Management System 110

C. Implementation Modes. 111

1. The Institution Based Mode. 111
2. The Learning Team Based Mode. 111

D. Summary 113

INTRODUCTION

This document presents a Model and specifications for an Instructional Leadership Development (ILD) program in Generic Work Skills (GWS) curriculum.

In this Introduction we present an overview of the Model and the specifications, and explain the relationship of the Model to the development of the program resource materials.

The Model for Generic Work Skills curriculum is an abstract representation of Instructional Leadership Development programs which are expected to be implemented by various educational professional development agencies and institutions. The specifications are elaborations of the model which outline the content of various professional development resources. The model was designed: (1) based on an exploration of generic work skills education needs, (2) in response to the 1977 Grant Announcement of the Vocational Education Act, and (3) based on the generic work skills research curriculum project completed earlier.

A. An Overview of the ILD Model

The document represents a certain way of thinking about curriculum design. This thinking can be portrayed by a set of questions that were asked as we designed the Instructional Leadership Development program. These questions were:

1. Why should we design curricula in generic work skills and how does a GWS curriculum fit into the broader scope of education?
2. What kind of behaviors or competencies are we to assist individuals or groups to develop?
3. What kind of individuals or groups are to develop these competencies?

4. Given the above, how can we conceptualize the GWS curriculum domain as a system of interrelated and integrated parts?

5. Given the domain, what has to be learned relevant to GWS that enables the individual or the group to acquire the specified behavior?

6. What curriculum planning and management arrangements can be specified that enhance the delivery of the content?

7. What information acquisition arrangements need to be made to generate the information knowledge base needed for the development of the curriculum content, as specified in (5)?

8. What infusion, logistical, and other support arrangements are needed?

In pursuing these areas of inquiry, we conceptualized them as interrelated and interdependent. What emerged from the conceptualization was a set of operations that made up a system of interrelated and internally connected operational components of design. The following information briefly characterizes these components and their relationships.

Component I: The Rationale for and Purpose of Generic Work Skills Instructional Leadership Development

An exposition of the rationale and its general purpose.

Component II: Behavioral Characterization

A specification of the behaviors that are to be acquired by the teacher or instructional leader.

Component III: Target Groups

A characterization of the educational personnel who will be trained.

Component IV: Curriculum Structure

An organized presentation of the description of the various curriculum content domains including competencies (specification and level of competence) derived from the behavioral characterizations.

Component V: Specifications for the Curriculum Content of the ILD Program in Generic Work Skills

An organized specification of the content that is generic to work skills.

Component VI: Specifications for GWS Curriculum Management

An organized specification of a curriculum purposing, planning, implementing, and evaluating generic work skills curriculum.

Component VII: Specifications for ILD Program Implementation

A general characterization of arrangements by which to implement the model (for the trainer of teachers).

Figure 1, on the next page, presents the relationship of the components. The following list shows the reasoning behind this figure.

- The behavioral characterization (II) was derived from the rationale and general purpose of the model (I).
- The curriculum structure (IV) was derived and defined based on an analysis of (I) and (II), and also by considering the target groups and programs (III).
- The curriculum content (V) was defined and developed based on the curriculum structure (IV) and behavioral characterization (II) in view of the rationale (I) and the nature of the target groups and programs (III).
- The specifications for curriculum management (VI) are derived from (I), (II), and (III).
- The design of the implementation (VII) is guided by the curriculum structure (IV) and behavioral characterization (II), and also by considering the nature of the programs (III) into which the GWS curriculum can be fused, as well as understanding the two specifications components of (V) and (VI).

B. The Relationship between the Instructional Leadership Development (ILD) Model and the ILD Program

In Section A, we characterized the ILD model and specifications. The model is an abstract representation of an ILD program. The program is derived from the model as resource materials are developed, based on the specifications that are described in this document. Implementation provisions are spelled out by which to use those resources in an ILD program.

Figure 2 displays the relationship between the various components of the model and the program resources.

FIGURE 1:

RELATIONSHIPS OF THE COMPONENTS OF THE MODEL

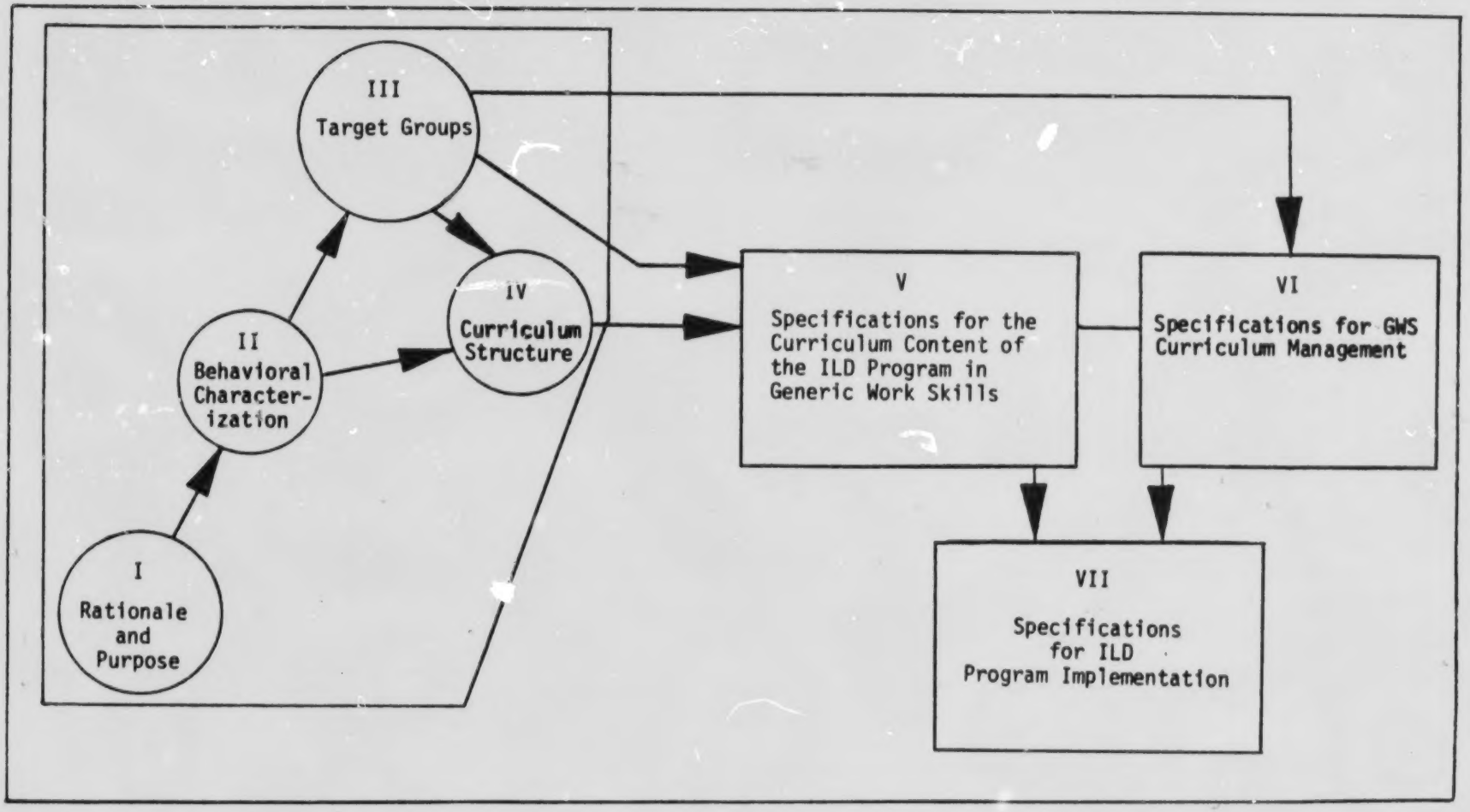
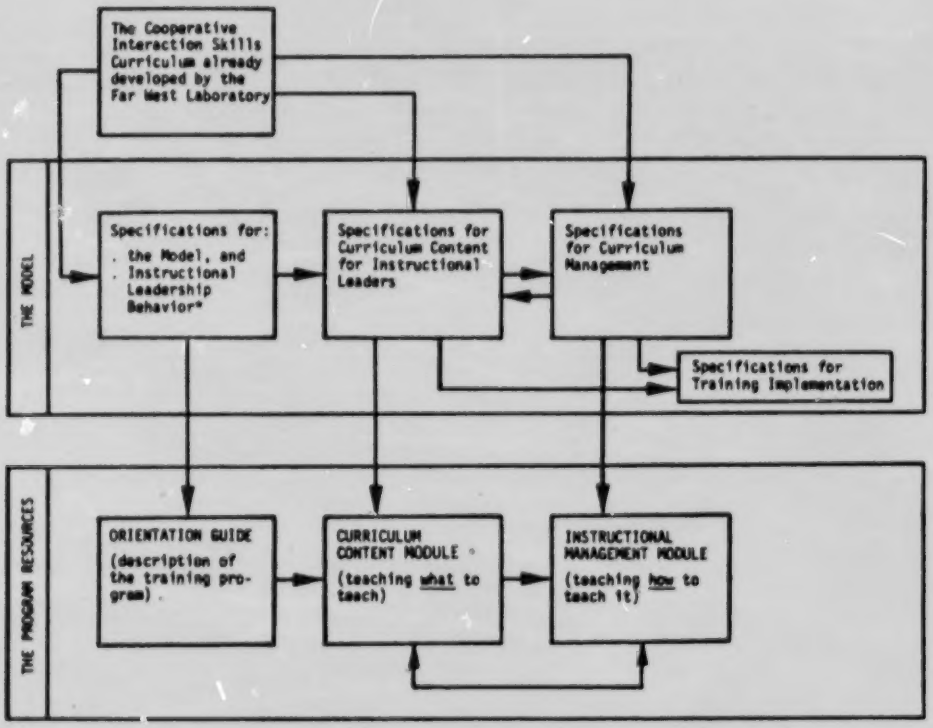


FIGURE 2

RELATIONSHIP PROFILE


The Cooperative Interaction Skills Curriculum already developed by the Far West Laboratory
THE MODEL
Specifications for:
. the Model, and
. Instructional Leadership Behavior*
Specifications for Curriculum Content for Instructional Leaders
Specifications for Curriculum Management
Specifications for Training Implementation
THE PROGRAM RESOURCES
ORIENTATION GUIDE
(description of the training program)
CURRICULUM CONTENT MODULE
(teaching what to teach)
INSTRUCTIONAL MANAGEMENT MODULE
(teaching how to teach it)

The program for the professional development of vocational education instructional leadership in generic work skills was derived from the model of the program described above. We also described the relationship between the model and the program. Figure 3, on the next page, introduces an image of the Instructional Leadership Development program. In this figure we introduced the main components of the program, namely: the Learner System, the Program Resources System, and the Application System.

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*Related to: (1) knowing the curriculum content of generic work skills, (2) being able to exhibit these skills, and (3) knowing how to plan, implement, and evaluate generic work skills instruction.

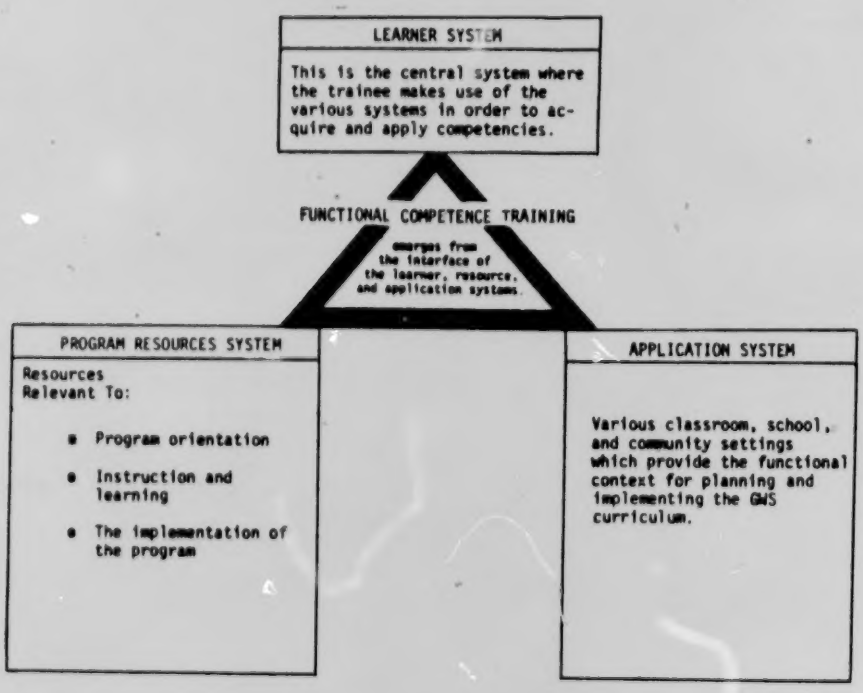
The Learning System incorporates the individual professional development aspirations and goals, his or her own professional development resources, and whatever the trainee uses from the Resources and Application Systems.

The Program Resources System provides instructional and learning resources, and program operations resources. Instructional/learning resources facilitate the development of instructional leadership competence relevant to the planning and conducting of a generic work skills curriculum.

The Application System provides organizational arrangements, resources, and facilities--or functional contexts--for the application of what has been learned in actual or simulated curriculum planning and management situations.

FIGURE 3

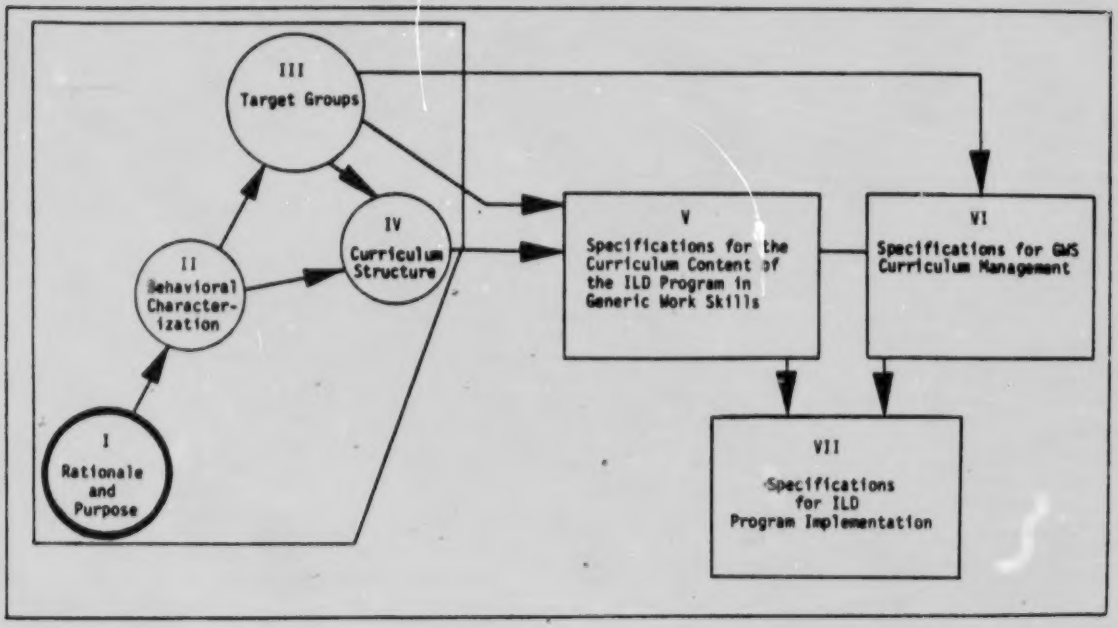
A STRUCTURE OF THE PROGRAM


LEARNER SYSTEM
This is the central system where the trainee makes use of the various systems in order to acquire and apply competencies.
FUNCTIONAL COMPETENCE TRAINING
emerges from the interface of the learner, resource, and application systems.
PROGRAM RESOURCES SYSTEM
Resources Relevant To:
• Program orientation
• Instruction and learning
• The implementation of the program
APPLICATION SYSTEM
Various classroom, school, and community settings which provide the functional context for planning and implementing the GWS curriculum.

C. Summary

The model and specifications introduced in this document are an abstract, descriptive representation of a program that can be activated with the resources developed during the course of the project, and by using this document as a guide to planning and implementation.

PROGRAM RATIONALE AND PURPOSE



I. PROGRAM RATIONALE AND PURPOSE

A. Introduction

Goal directed cooperative behavior is essential to the successful functioning of the individual in societal groups and particularly in economic organizations. At the present time, however, formal education does not encompass the specific skills and attitudes that are necessary to develop such behavior. As the first part of describing a model for an Instructional Leadership Development (ILD) program in Generic Work Skills (GWS) curriculum, we shall present the rationale for, and the implications of, teaching GWS in schools.* We will propose that the learning of such skills should be the core of vocational education, and we will outline some key characteristics for a GWS curriculum.

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*An adaptation of Bela H. Banathy and David W. Johnson "Cooperative Group Interaction Skills Curriculum: The Common Core of Vocational and Career Education" in Curriculum Handbook, ed. Louis Rubin. (Boston, Mass.: Allyn and Bacon Inc., 1977).

B. Rationale

Our rationale for proposing a Generic Work Skills curriculum for schools is based on a general proposition that we derived from a series of specific propositions. These propositions are explicated below.

1. The General Proposition

There is a need in schools for a curriculum that focuses on the specific skills and attitudes necessary for the successful functioning of individuals in societal groups and particularly in economic organizations.

The individual in our society is faced with increasing demands for competent performance as a member--and often as a leader--of groups. Many young people have problems adjusting to, and working effectively in, the various groups encountered during and after formal education. Such groups include the family as well as various peer and study groups--for example, recreational, political, fellowship, interest-related, and community-oriented groups.

When a person enters the world of economic organizations, he or she needs to possess two sets of competencies. The first set is comprised of technical competencies, which enable a person to perform the activities they are to carry out while functioning in a career. To be an electronic engineer or an electro-mechanical technician, for example, one must possess a certain set of technical skills.

The second set of competencies is comprised of skills which enable a person to work in concert with others. Since technical skills are of no use if they cannot be applied in cooperative efforts with other persons, the interpersonal and group skills needed for cooperating with fellow employees are most important. A person's career--finding, maintaining, and advancing in employment--depends a great deal upon his/her ability to work cooperatively with other people. Persons who cannot communicate, build meaningful relationships, or manage conflicts constructively are not selected for retention and promotion within economic organizations. 20

The proposition that both technical and cooperative skills need to be emphasized in vocational education programs is derived from an understanding that, although our economic system is based upon the cooperative nature of humans, the socialization processes by which cooperative skills and attitudes are learned are rapidly changing. Since the influence of the family in the socialization process is rapidly decreasing, the need for educational programs that emphasize socialization is increasing.

2. Specific Propositions

The overall proposition introduced above was derived from the following set of specific propositions:

a. *The basis for our economic system (and all social systems) is cooperation.* Our economic system, all human social systems, and all interpersonal relationships exist on a foundation of cooperation. Cooperation can be defined as the coordinated, interdependent effort to accomplish mutually desired goals. Several noted scholars* have taken the position that cooperation is a biological, ecological, anthropological, economic, sociological, and psychological necessity for humans. There is a deep human need to respond to others and to operate jointly with them toward achieving mutual goals. Human society and biology are constructed so that cooperation has always been absolutely necessary for the survival of every individual member of our species. There is no aspect of human experience more important than cooperation with others.

   The quality of life in our society depends in large part on the success of economic organizations and the maintenance of the cooperative network of exchange of products and services. Our economic system is based upon a cooperative division of labor in which different organizations specialize in different activities. Within each organization, furthermore, there is a cooperation-based division of labor in which persons specialize and contribute their efforts to achieve specific goals. *The success of each economic organization, therefore, depends upon the cooperative skills and attitudes of its members.* If persons are unwilling or unable to cooperate, the economic organization of which they are members will be unsuccessful in achieving its goals or maintaining its effectiveness.

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*Mead, 1934; Von Mises, 1949; Deutsch, 1962; Farbe, 1963; Went, 1963; Bruner, 1966; Montagu, 1966; Horowitz, 1968; Nisbet, 1968; Asch, 1972; Johnson, 1973.

b. *Besides being an absolute necessity for effective work, cooperative relationships with fellow employees are the major source of motivation, satisfaction, and happiness on the job.* Persons enjoy their work more, accomplish more, are more motivated, and have more positive attitudes toward work when they are in cooperative work relationships on the job.

c. *The meaning of work is based upon being part of a cooperative effort with other people.* The relationships that people build on the job, and in their private life, greatly affect the meaning they derive from their work. An individual will take more pride in his or her work when other people recognize that such work contributes to the quality of their lives and, consequently, give him/her recognition for that work. Such recognition and support are strongest in cooperative relationships.

d. *Cooperative efforts in small groups are being emphasized more frequently in economic organizations.* Large industrial organizations are trying new, small group structures. Automobile companies have constituted "teams" responsible for the entire assembly of a car, for example. In order to improve morale, decrease alienation, and increase production, the use of small groups is increasing in our economic organizations.

e. *The family is no longer an effective agent in imparting cooperative skills and attitudes.* Traditionally, the responsibility for socialization of children and work has been in the family. The family has been regarded as the central agent controlling the individual's personal and social growth. Profound changes in our society, however, are rapidly transforming the family, and the direction of change is toward increasing disorganization. The power of family life as an agent of socialization is diminishing. An increase in alienation in young people is resulting. This is reflected in their growing feelings of disinterest, disconnectedness, and even hostility toward the people and activities in their environment. Researching the documents of several noted developmental psychologists had led us to make the following observations:

- The structure of the family is changing radically so that interaction between children and parenting adults is decreasing rapidly.
- Developments of recent decades isolate children not only from parents but also from people in general.
- Children are being isolated from the world of work. Many children have only a vague notion of their parent's job and have had little or no opportunity to observe an adult fully engaged in his work.
- Family disorganization is a major developmental antecedent to behavioral disorders and social pathology.

- The rates of youthful drug abuse, runaways, school dropouts, suicide, delinquency, vandalism, and violence are all rising dramatically.

The specific propositions outlined above provided us with an elaboration of our general proposition that: *the learning of cooperative work skills is necessary for the successful functioning of individuals in societal groups and particularly in economic organizations.*

3. Implications for Education

The observations above have led us to conclude that the school is the logical social system to enhance the socialization of cooperative skills and attitudes. The decline of the family as a socializing institution focuses attention upon the degree to which schools are successful in socializing children. The increased time students spend in school, the use of education as certification for job opportunities, and other similar forces have resulted in the school becoming a major arena for socialization.

Ideally, when a person finishes school, he or she is a knowledgeable, skilled, healthy member of society who will enter an economic organization, family, community, and society with the technical skills and attitudes needed to contribute to their effectiveness. Knowledge and technical skills, however, are of no use if the person cannot apply them in cooperative interaction with others. No matter how knowledgeable or skilled people may be in the technical aspects of their job, they will not be able to establish a productive career or maintain employment if they are unable to communicate and work with others, if they are unwilling to participate in economic activities and help share with others, or if they over-compete with or isolate themselves from others.

In spite of the obvious educational imperative explained above, there is a marked absence of curricula aimed at the socialization of cooperative skills and attitudes in schools. There is a cliche that young people today are often

inadequately prepared by their schooling for the world of work and careers. This statement is usually an indictment of the failure of public schools to provide the practical skills needed to enter particular jobs and professions. There is, however, another dimension to this "unpreparedness"--the absence of curricular opportunities to familiarize and develop students in the skills, understanding, and attitudes needed to function in cooperative situations. It takes years to acquire the skills and attitudes required for effective cooperative efforts; therefore, the school is in the best position to provide a substantial contribution to the development of such skills and attitudes.

An emphasis in curricula on cooperative skills and attitudes is needed also for successful learning within the school. The time seems right for this new curriculum emphasis because schools are changing. The assembly-line, mass-production approach to education based upon an earlier, more stratified, social structure has become more open and fluid. The typical organization of the classroom--bolted-down desks arranged in rows--has also changed. There is an increasing, widespread use of cooperative learning methods involving small groups, project teams, team learning, clustering of students, peer teaching, and special interest groupings. The success of these cooperative instructional and learning methods, however, clearly depends on the staff's and student's competence to work cooperatively in small groups.

C. Purpose

The propositions introduced earlier lead to the conclusions that:

1. Cooperative group interaction or generic work skills curricula lie at the base of youth's acculturation and socialization into society;

2. Such curricula prepare youth to assume roles of responsible and competent participation in any task-oriented work group, both in and out of school;

3. Such curricula facilitate the acquisition of the knowledge, skills, and attitudes that are prerequisites to effective performance in the world of work and careers.

The rationale we developed earlier leads us to designate this curriculum as that part of a vocational education program which has the purpose of: *developing competence in cooperative interaction skills within work related, task-oriented (small) group settings.*

We call this program a Generic Work Skills (GWS) curriculum. Further, we propose that a GWS curriculum should become a regular part of the school program, since preparing persons for job and career entry must include the development of cooperative attitudes and skills.

The transition from school to the world of work and careers can be filled with confusion and conflict. Perhaps many of the initial failures of young people in adapting to the real world result from a lack of understanding of the cooperative relationships that operate in work settings, as well as a failure to exercise the appropriate behaviors for both leadership and membership situations in specific jobs. Since vocational education has traditionally helped youth prepare for job entry, it is appropriate to look at vocational education curricula for training in interpersonal and group interaction skills and competencies in cooperation.

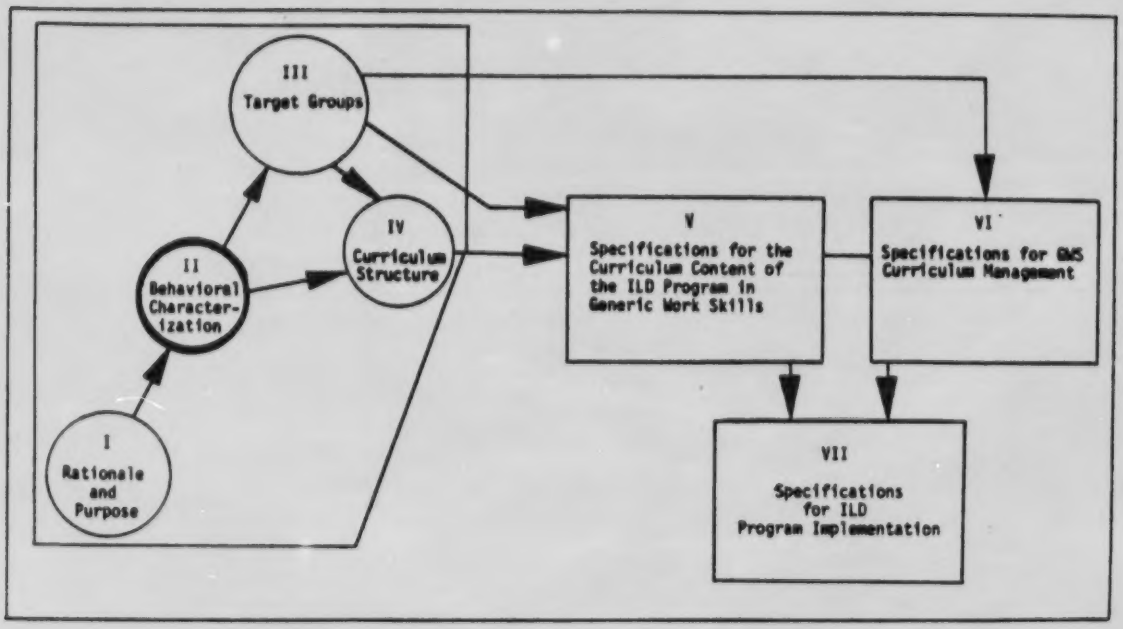
Making personal and social adjustments is a concomitant part of preparing for and entering any new situation, whether in school or in any social or

economic organization. This should begin in schools before adult behavioral patterns have been established. A generic work skills curriculum can therefore be considered the common core of vocational education. The design, development, and diffusion of such a curriculum has a significance second to none in implementing educational priorities. The purpose of the program characterized here is to develop instructional leadership capable of introducing and managing a generic work skills curriculum.

D. Summary

In this section we described the first part of a model for an Instructional Leadership Development (ILD) program in a Generic Work Skills (GWS) curriculum. We presented the rationale and purpose for, as well as the implications of, teaching generic work skills and attitudes in schools. Finally, we proposed that the learning of such skills should be the core of vocational education.

BEHAVIORAL CHARACTERIZATION



II. BEHAVIORAL CHARACTERIZATION

A. Introduction

In this section we describe the kind of general competence needed by instructional leaders involved in the planning, implementation, and evaluation of a Generic Work Skills (GWS) curriculum. We then interpret those generic competencies in terms of the Instructional Leadership Development (ILD) program objectives.

B. General Competencies for Instructional Leadership

The program introduced here aims to:

1. Develop knowledge, attitudes, and skills relevant to the following four domains:

   - the Information and Knowledge domain relevant to generic work skills education;
   - the Process Skills domain, including the technical skills necessary to plan, develop, and implement a GWS curriculum;
   - the Curriculum Content domain, including information relevant to generic work skills, curriculum goals and objectives, and the specific content of such a curriculum;
   - the Personal Competence domain relevant to the individual teacher's ability to carry out generic work skills.

2. Develop competencies that will enable the individual to consider alternative instructional/learning events in GWS and to predict accurately the relevant outcomes of such events in the classroom.
3. Enable the trainees to make an assessment of instructional and learning outcomes in GWS, and base an adjustment in performance on the assessment.
4. Enable the trainees to relate what is learned in the program to actual instruction and learning situations/arrangements they might encounter in their classrooms.
5. Prepare for application of what has been learned, through engineered, on-the-job, instructional leadership/teaching experiences.

C. Instructional Leadership Development Program Objectives

Two types of objectives are to be specified: (1) Instructional Management objectives, to be achieved by teachers as a result of participating in the ILD program in GWS curriculum and (2) Curriculum Content objectives, to be achieved by teachers during the course of eight modules dealing with specifically identified generic work skills.

In specifying these objectives, the term trainee refers to the vocational education teacher or other professional who participates in the proposed personnel development program. Students are those whom the teacher or other professional will ultimately work with in the classroom.

1. Instructional Management Objectives

After completing the proposed program, the trainee should be able:

- To predict accurately the outcomes of alternative instructional/learning events.
- To select from alternatives those instructional/learning events which are most likely to facilitate student learning of generic work skills.
- To observe and analyze student outcomes of instructional/learning events related to generic work skills and to adjust future events so as to increase probability that students will move to the desired educational goals.
- To apply knowledges, skills, and attitudes gained from the program to self-selected, job-related situations and settings (e.g., classroom, school, community).

2. Curriculum Content Objectives

The curriculum content objectives dealing with knowing about and practicing specific generic work skills are presented in the following pages.

1. Communicating

To help trainees communicate more effectively or, more specifically, to help them improve their ability to:

- give information;
- receive information;
- remember information;
- understand some of the ways that individual and group interpretation can affect how people communicate.

2. Using Resources

To help trainees assess group resources in relation to a given task or, more specifically, to help them improve their ability to:

- identify the resources that are needed to accomplish the given task;
- identify resources available to the group;
- determine the probability of completing the task with the available resources;
- identify ways to develop other needed resources.

3. Resolving Conflicts

To help trainees resolve conflicts or, more specifically, to help them improve their ability to:

- determine the cause of group conflicts;
- figure out different ways to deal with such conflicts;
- recognize the beliefs and goals which the group members share and which, therefore, can be used in conflict resolution;
- know, respect, and deal with individual and group differences while trying to resolve conflicts;
- use conflict resolution to improve how the group stays together and gets its work done.

4. Planning

To help trainees plan a task or, more specifically, to help them improve their ability to:

- determine the nature of the task (what must be done, where, when, why, and by whom);
- determine the resources available for the task;
- determine obstacles that may hinder the accomplishment of the task;
- generate several alternative ways to accomplish the task;
- establish the basis for selecting an alternative;
- decide which alternative to use;
- determine the details of the plan (who will do what, when, where, and how);
- evaluate their planning process, based on their ability to accomplish the above steps.

5. Evaluating

To help trainees evaluate group performance and cohesion during the accomplishment of a task or, more specifically, to help them improve their ability to:

- determine what should have happened in a situation;
- determine what did happen in the situation;
- notice similarities and differences between what happened and what should have happened;
- determine reasons for these similarities and differences;
- decide what to do to improve in the future.

6. Sharing Leadership

To help trainees recognize leadership qualities in all members of the group and think about how power is used in the group or, more specifically, to help them improve their ability to:

- seek leaders who help the group get its job done and help it stay together;
- seek leaders who have valid bases for leadership;
- seek leaders who share leadership rather than manipulate people.

7. Making Decisions

To help trainees practice decision making in a number of different ways and to learn the use of each way or, more specifically, to help them improve their ability to:

- understand and use several ways of making a decision;
- understand advantages and disadvantages of each way of making a decision;
- recognize situations in which each of the several ways will or will not work;
- recognize and consider factors in a situation which makes a particular way of decision making most appropriate for that situation;
- choose the way of decision making which is most appropriate for a particular situation;
- evaluate the effectiveness of a decision and the choice of a way of decision making.

8. Carrying Out Tasks: Cooperating

To help trainees practice cooperative effort during the accomplishment of a task or, more specifically, to help them improve their ability to:

- harmonize the activities of various members and subgroups;
- observe group action to determine its effectiveness;
- determine why the group has trouble working effectively when problems arise;
- express group standards and goals;
- stimulate all group members to do better work;
- set a good example by each member's own work.

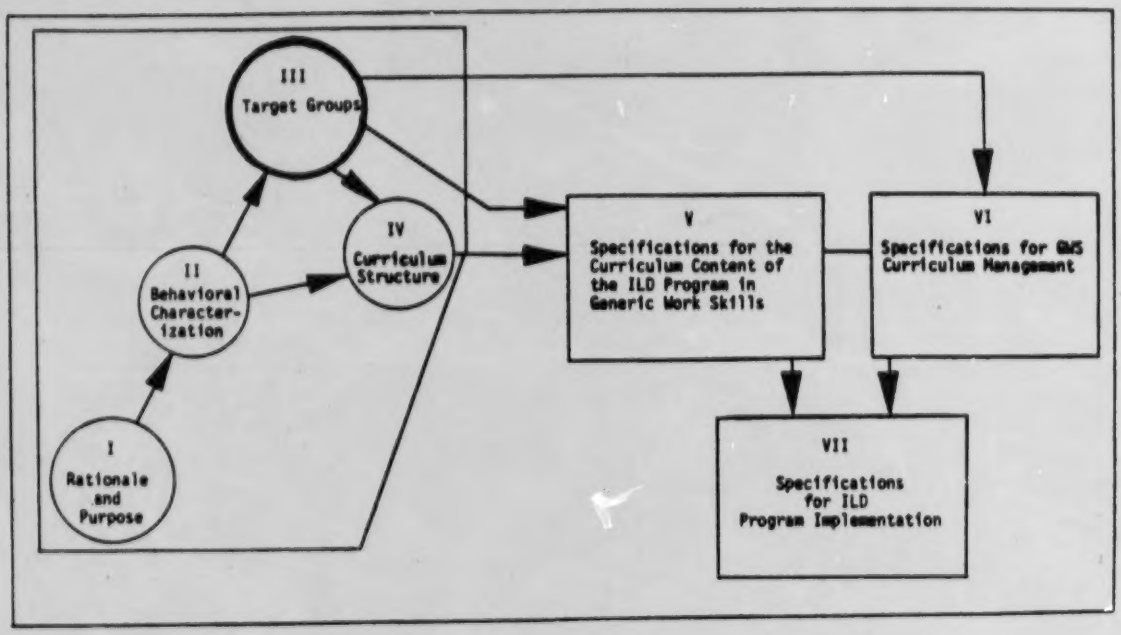
D. Summary

In this section, we characterized the behaviors that are to be acquired by the teacher or trainee who participates in the proposed personnel development program.

We described the general competencies needed by trainees or instructional leaders involved in the planning, implementation, and evaluation of a GWS curriculum. We then proceeded to interpret those generic competencies in terms of (1) Instructional Management objectibes, and (2) Curriculum Content objectives.

In the next section, we will characterize the educational personnel who will be trained and describe the need for this program.

TARGET GROUPS



III. TARGET GROUPS

A. Introduction

The target groups for professional leadership development in Generic Work Skills curriculum generally include school administrators, curriculum specialists, and teachers in a variety of subject areas and at various grade levels. Specifically, the target groups are vocational education personnel.

In this section we shall develop specific arguments for involving vocational education personnel in this program. At the same time we wish to emphasize that we defined generic work skills education as essential elements of the curriculum; therefore, educators in general should be familiar with, and competent in, GWS curriculum management.

Another issue is the need to view this skills domain as one that should be infused into, or integrated with, other subject areas in and beyond vocational education rather than attempting to introduce group interaction or work skills as an independent and separate "subject matter."

B. The Professional Development Need

In all fields of education, there is an increasing emphasis on the need for new and more effective personnel development programs.* In the field of vocational education, this burgeoning need for personnel development programs becomes more urgent and more complicated due to the rapid changes which are taking place in the world of work.

As America continues its accelerating pace of scientific and technological development, conditions in all of the occupations are changing and, as a result, the roles and responsibilities of workers at all levels are constantly being reevaluated and redefined. Since vocational education, by its nature, addresses the occupations and attempts to prepare students for the roles and responsibilities which they must assume in the world of work, it is now a field of rapid change. Teachers, administrators, teacher educators, and curriculum developers must function effectively within this context to meet the dynamic changes predicted to dominate secondary and postsecondary education by 1980.

Among the forces resulting from scientific and technological developments and contributing to the rapidly changing state of occupations are such problems, issues, and societal conditions as the following:

- the growing energy crisis and concern for the quality of the environment;
- the rate of unemployment and underemployment;
- the shortages of skilled workers, displacement of workers, and emerging new occupations;

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*Elizabeth A. Dillon, "Staff Development: Bright Hope or Empty Promise?" Educational Leadership: Journal of the Association for Supervision and Curriculum Development, vol. 34, no. 3 (December 1976), p. 166.

- the rising voice of consumer interest and needs;
- the dynamic social changes and growing concern for minorities, women, the handicapped, and the disadvantaged.

As forces like these continue to reshape conditions in the world of work and create new roles and responsibilities for workers, the need for more effective vocational education programs becomes progressively more apparent. Coupled with this is the growing need for the development of professional personnel who are capable of adjusting, modifying, or redirecting vocational education according to the demands of rapidly changing conditions.*

Traditionally, service areas in vocational education were often viewed as unrelated, disjointed domains, and each area called for a set of separate and distinct vocational skills. Students were taught to think of themselves as "secretaries" or "mechanics"--as persons who would have a certain specified role, or who would perform a particular function in the world of work. At the same time, vocational education teachers were trained to think of themselves as "teachers" whose primary role and responsibility was to help students master a skilled craft in a selected service area.

However, because of the many ongoing changes in present reality and because of the uncertainty of future reality in the world of work, there now exists a need to integrate and correlate learning experiences and to help students--and teachers--develop competencies which can be used in many ways to achieve changing goals. Within this context, it has become necessary to recognize the increasing interdependency of workers, businesses, and even whole industries and, consequently, to understand the increasing importance of

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*Robert E. Taylor and Aaron J. Miller, "The Context of Vocational Teacher Education," in Changing the Role of Vocational Teacher Education, ed. R. Evans and D. Terry (Bloomington, Ill.: McKnight and McKnight Publising Co., 1971).

developing and maintaining quality human relationships in order to achieve economic as well as social and personal success.

Present trends indicate that most jobs in the future will be within the social services domain and that less vocational emphasis will be given to product manufacturing.* Such trends further support the need to aim vocational education toward an understanding of human needs and interests and, consequently, to develop in professional personnel--as well as students--those human behavioral skills necessary in any occupation. Innovations of this type, however, may require a general realignment in the behavior of workers. Whereas in the past, the production place was founded on attaining goals in the form of finished products, now it may increasingly focus on the means or processes by which goals are attained.

Because of rapidly changing roles and responsibilities, the increasing interdependency of occupations, and the nature of social service functions, vocational education personnel today have the task of identifying the commonalities of the service areas--the work skills generic to any occupation--and of using this knowledge as the basis for preparing students who can not only (1) master a certain skilled craft, but also (2) teach themselves to plan and create their own futures with other people in a dynamic work setting.

Basic to all the occupations is the need for cooperation--a coordinated, interdependent effort--by persons working together in groups to accomplish mutually desired goals. Our economic system is based on a "cooperative" division of labor in which different organizations specialize in different activities. Within each organization, there is a further "cooperative" division of

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*J. C. Willers, "The Quality of Life in the Seventies and Implications for Vocational Education Teachers," in Changing the Role of Vocational Teacher Education, ed. R. Evans and D. Terry (Bloomington, Ill.: McKnight and McKnight Publishing Co., 1971).

labor in which persons specialize and contribute their efforts to achieve changing goals. The success of each economic organization, therefore, depends directly upon the cooperative capabilities of its members.

Vocational education and vocational education personnel development are alike in their aim to prepare people to function effectively in the world of work. Demands increase for administrators, teachers, teacher educators, and curriculum developers who demonstrate an understanding and mastery of the generic work skills addressed here and who are committed to a search for new ideas and methods to apply in their field.

By nature of their service, all teachers are leaders. Vocational education teachers are leaders who guide students into the world of work. If teachers are to provide good examples as well as effective instruction in terms of the group interaction skills generic to all occupations, they must understand and utilize those skills themselves. To understand such skills fully and to be able to apply them effectively in the classroom, however, teachers must study and practice those skills before they begin working with students. In other words, teachers themselves must learn how to function well as leaders and members of groups.

But, the tasks of broadening and revising traditional service areas to address these interaction or generic work skills--that is, the task of readjusting, modifying, and redirecting teaching strategies to accommodate a rapidly changing world and the task of establishing a regenerative and self-renewing view of our economic system--are enormous and complex. Without the aid of an effective personnel development program directly related to planning and implementing curricula in such areas, these tasks seem virtually insurmountable when confronted by the average teacher or administrator.

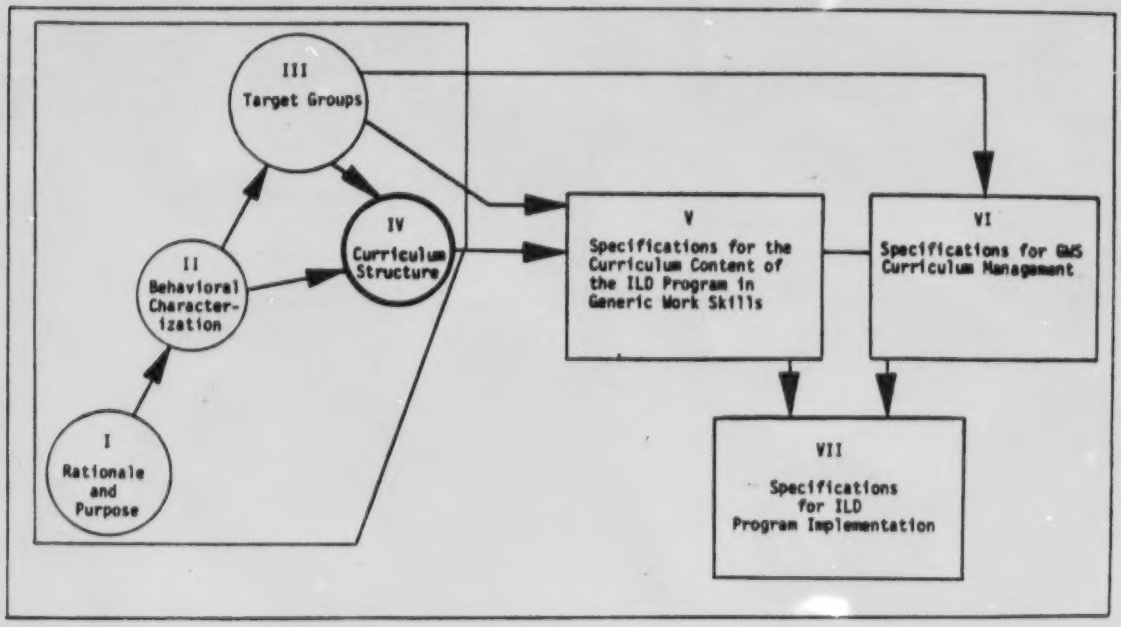
Furthermore, during the last decade certain significant trends in vocational education personnel development have emerged. Among these is the trend toward utilizing across-the-board, general, and comprehensive approaches to the professional development of vocational educators who are able to handle changing occupational conditions and the resulting changes in roles and responsibilities. Sometimes referred to as the "integrated approach," this trend focuses on the demand for personnel who are less service-oriented, yet specialized in the experiences and competencies (generic work skills) that cut across all services.*

*Dewey A. Adams, "Significant Trends in Professional Development," American Vocational Journal, vol. 51, no. 7 (October, 1976).

C. Summary

In this section we have focused on: (1) the critical need to develop--in the education profession in general, and in vocational education personnel in particular--a mastery of work skills generic to all occupations within our economic system, and (2) the ability to introduce such (GWS) curriculum within the school, integrated with other subject areas in and beyond vocational education.

THE CURRICULUM STRUCTURE OF THE
INSTRUCTIONAL LEADERSHIP DEVELOPMENT PROGRAM



IV. THE CURRICULUM STRUCTURE OF THE INSTRUCTIONAL LEADERSHIP DEVELOPMENT PROGRAM

A. Introduction

The first three sections of this document provided the information input needed to develop the curriculum structure of the Instructional Leadership Development program. To briefly restate our description of the model thus far, we have:

- presented the rationale and purpose for the ILD program;
- specified the ILD program objectives;
- identified the target groups for professional development.

The curriculum structure described in this section is an abstract representation of the ILD program that aims at managing a generic work skills curriculum. This structure displays the schematic design which becomes the basis for the development of the program.

B. Curriculum Domain

The curriculum structure is developed from a relational respresentation of the major curriculum domains of the program and the display of a set of organizing concepts that will guide in making the domains operational.

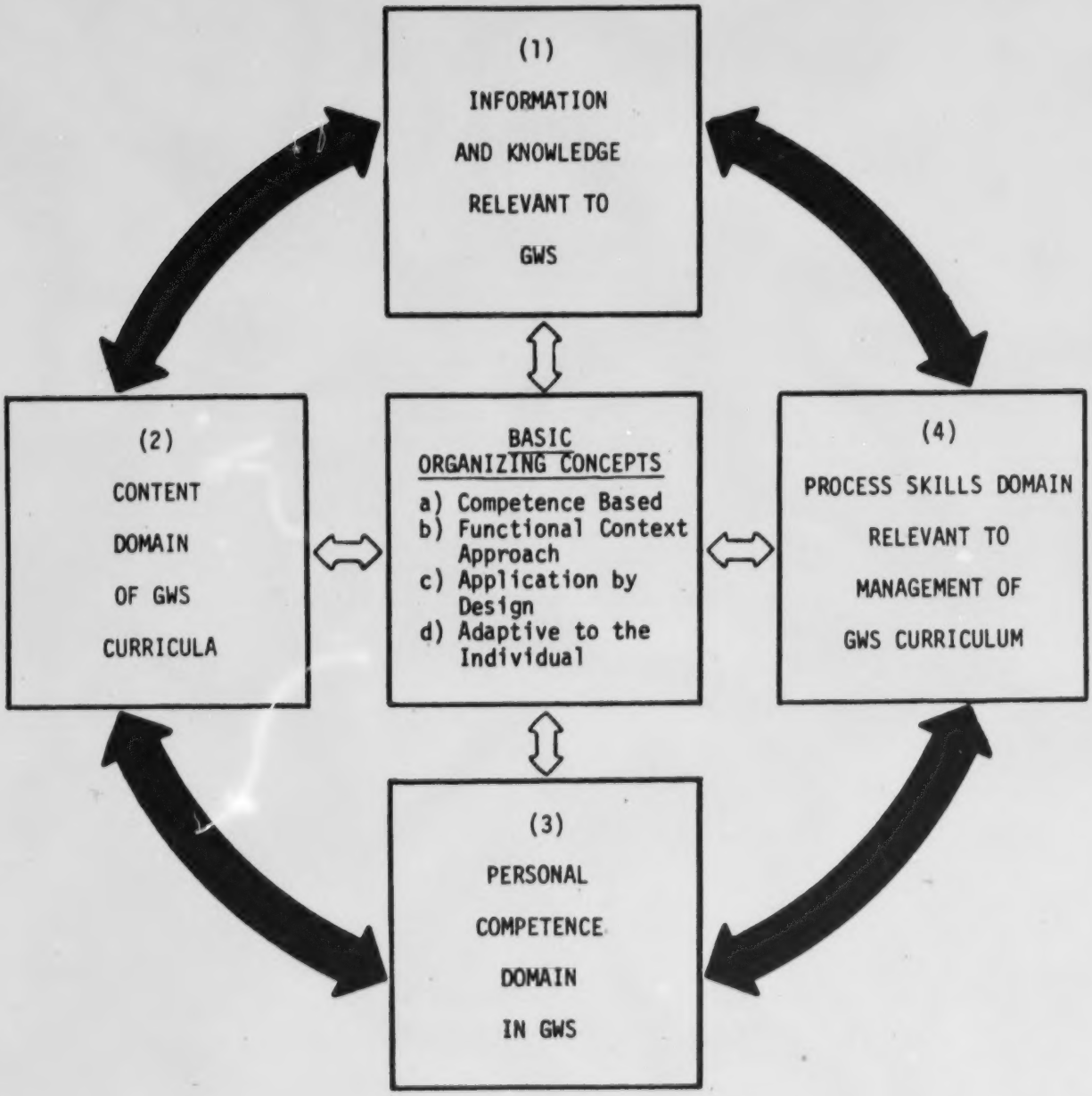
Our analysis led to the identification of four curriculum domains, for the proposed training program.

- The Information and Knowledge Base domain, relevant to generic work skills education.
- The Process Skills domain, in which the trainee acquires the technical skills necessary to plan, develop, and implement a generic work skills curriculum.
- The Content domain, in which the trainee acquires knowledge and information relevant to generic work skills curriculum goals, objectives, and the specific content of such a curriculum.
- The Personal Competence domain, relevant to the individual teachers' ability to manifest the desired skills.

Figure 1 displays the curriculum structure which emerges from a structural arrangement of the above domains. The four boxes labeled (1), (2), (3), and (4) represent the four domains and define the content of the training. These domains surround a set of "Basic Organizing Concepts," which determines the method used to present the content to the trainee. The arrows display interactions among the four domains. *Competence emerges as the trainee is involved in the integrated acquisition and application of curriculum identified within the four domains.*

FIGURE 1:

THE CURRICULUM STRUCTURE



C. Organizing Concepts

The first basic organizing concept, "Competence-Based" professional development, offers significant guidance for the program. Its distinguishing characteristics include the following:*

1. Competencies (knowledge, skills, behaviors) to be demonstrated by trainees are derived from explicit conceptions of roles; stated so as to relate assessment of a trainee's behavior to specific competencies; and made explicit in advance to the trainee.

2. Criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies; explicit in stating expected levels of mastery under specified conditions; and made public in advance.

3. Assessment of the trainee's competency uses his/her performance as the primary source of evidence; takes into account evidence of the trainee's knowledge; and strives for maximum objectivity.

4. The trainee's rate of progress through the program is determined by demonstrated competency, rather than by time spent or tasks completed.

5. The training program is intended to facilitate development and evaluation of the trainee's achievement of specified competencies.

The training sequence, insofar as it makes content more meaningful, greatly affects the motivation of the trainee. A preferred sequence of training, therefore, follows the principle of the second basic organizing concept, the "Functional Context Approach."** Functional Context learning is characterized by the following:

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*Only professional training programs meeting all five criteria fall within the American Association of Colleges for Teacher Education Committee's definition of Performance-Based Teacher Education.

**Paul Hood and Bela Banathy, Design of a Functional Competence Training Program for Development, Dissemination, and Evaluation Personnel at Professional and Paraprofessional Levels in Education, (San Francisco: Far West Laboratory for Educational Research and Development, Contract No. OEG-0-71-1194, U.S. Office of Education, November, 1970).

- it provides a meaningful orientation to the entire job for which a learner is being trained;
- it follows a whole-to-part sequence in training functions or procedures;
- it programs the training for each learner so that one encounters a graded series of tasks, each new task requiring the learner to master new knowledges and skills.

The third basic organizing concept, "Application by Design," means that use of what has been learned is not left to chance, but is related to and presented within the context of a job-related setting. Thus, the trainee will apply the learned skills immediately in a self-selected environment, such as the classroom, school, and community.

The fourth basic organizing concept, "Adaptative to the Individual," requires that training move the learner into the center of instruction. A self-selected environment is utilized to facilitate mastery of training tasks. Purposeful activities, sequenced in time and organized into a situational scheme, are planned by the trainee so that they will always know that specific competencies are being developed through learning and why, what other competencies are yet to be acquired and why, and what else they have to do to acquire those competencies.*

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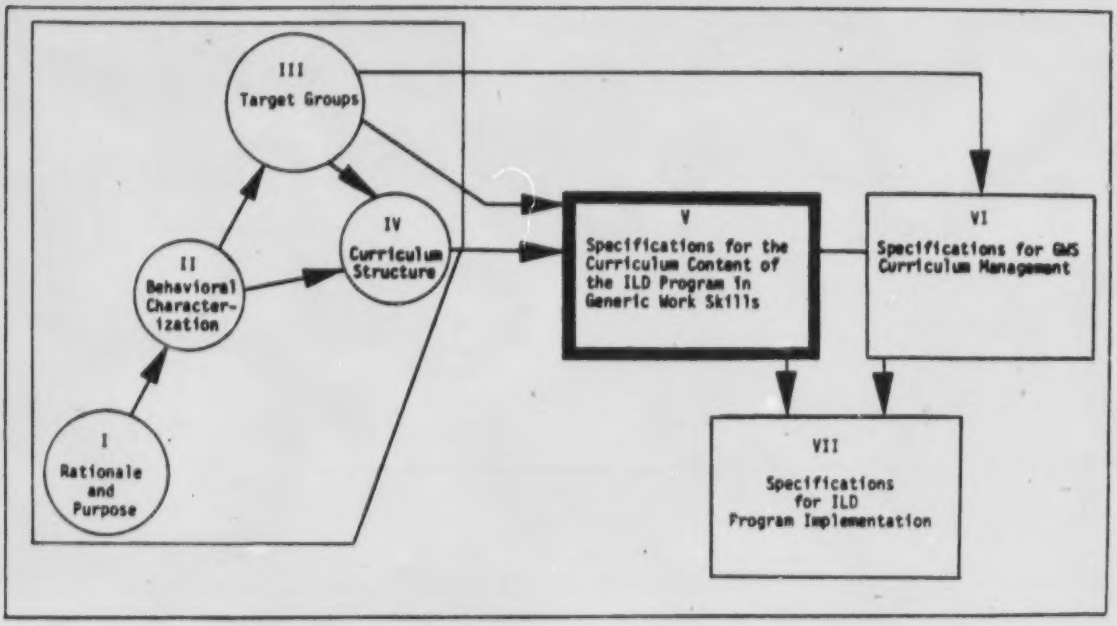
* Ivor K. Davis, Competence Based Learning, (New York: McGraw-Hill, 1973) and Bela H. Banathy, "Employer Based Career Education," Third Yearbook of the American Vocational Education Association, (Washington, D.C.: American Vocational Education Association, 1974).

D. Summary

In this part of the Model, we described the curriculum structure of the ILD program as an abstract representation that aims at managing GWS curricula. We introduced four competence areas or major curriculum domains within the program, and we presented a set of organizing concepts that offer guidance in making the domains operational.

In Part V of this Model, we will elaborate at length on the first three of the competence domains. The fourth and remaining domain area will be explicated in Part VI of this document.

SPECIFICATIONS FOR THE CURRICULUM CONTENT
OF THE ILD PROGRAM IN GENERIC WORK SKILLS



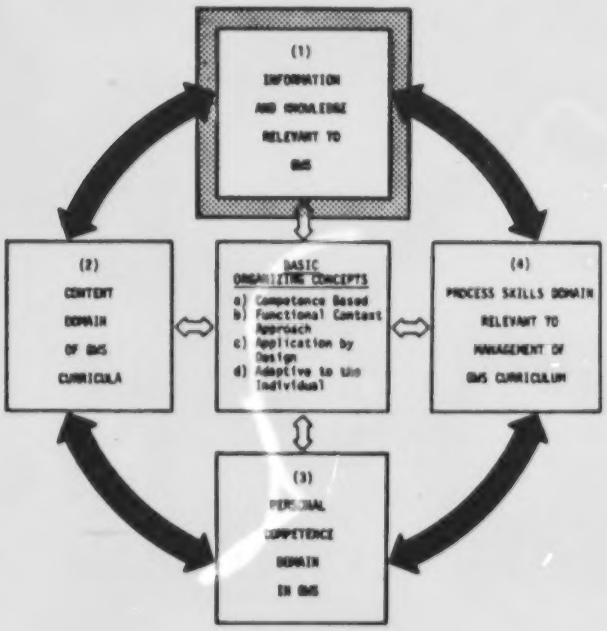
V. SPECIFICATIONS FOR THE CURRICULUM CONTENT OF THE ILD PROGRAM IN GENERIC WORK SKILLS

A. Introduction

The curriculum content specifications of the Instructional Leadership Development program outlined in the following section are oriented towards identifying the overall content that needs to be acquired or developed and presented to the trainee, in order to facilitate his or her attainment of knowledge and skills related to a Generic Work Skills curriculum. To be more explicit, these specifications represent the broad content needed to assist the trainee to develop knowledge, attitudes, and skills in:

- the Information and Knowledge Base domain, relevant to generic work skills education;
- the Curriculum Content domain, including information relevant to generic work skills, curriculum goals and objectives, and the specific content of such a curriculum;
- the Personal Competence domain, relevant to the individual's ability to be proficient in generic work skills.

B. The Information and Knowledge Base Relevant to Generic Work Skills Education



The development of the skills necessary for effective cooperative functioning in groups requires an understanding of group processes and the characteristics of groups, as well as a knowledge of the specific competencies required for effective group work.

The key elements that provide the theoretical basis for a Generic Work Skills curriculum are outlined on the following pages.

1. Group Theory, Group Skills: Their Significance and Usefulness

An understanding of the contribution of cooperative efforts to effective functioning at all levels of society will enable teachers to see the value of learning generic work skills. The following concepts should be understood and conveyed:

a. Definition of Cooperation

- (one example): the coordinated, interdependent effort to accomplish mutually desired and agreed-upon goals.

b. Cooperation as a Biological, Sociological, and Psychological Necessity

- division of labor and cooperative, interdependent effort are necessary prerequisites for organizational success.
- the deep human need within people to respond to others.

c. Relationship between Cooperation and Economic Performance

- material well-being as a function of the success of economic organizations.
- the necessity for a cooperative network of exchange of products and services in society.

2. Human Groups

A knowledge of the concepts used by human group theorists to describe and characterize group processes will help teachers to (1) understand the dynamics of their own group interaction, and (2) recognize the skills that facilitate effective group functioning. Some key concepts are outlined below.

a. Descriptive Concepts

- definition of group and small group.
- distinction between group and aggregate or class.
- description of subtypes of groups, such as socio-groups and psyche-groups.
- distinction between primary and secondary (task) groups.
- descriptions of different types of task groups (e.g., the decision/discussion groups, the workshop, etc.).
- definition of group interaction and the qualities that describe the behavior of groups.

b. How Groups Function in the Performance of Tasks

- the effect of group size and composition on the ability of a group to function effectively.
- the relationship between group success and communications patterns--which are related to individual status, access to information, prior relationships, and seating arrangements.
- group cohesiveness and its effect on group performance.
- performance level of a group (as influenced by above factors) and its effects on the ability of a group to set goals, resolve conflicts, identify and use resources, and evaluate products and performance.

c. Leadership Within Groups

- definition(s) of leadership proposed by researchers and social scientists.
- descriptions of different styles of leadership, including those that are "person-oriented" and those that are "work-oriented."
- analysis of the studies that have related styles of leadership to group success.
- descriptions of leadership functions (initiating, structuring, facilitating communication, supporting group members, etc.).
- explication of the value of maintaining structure and of sharing leadership as generic work skills.
- use of game or activity whereby students describe groups to which they belong in terms of attributes, dynamics, performance level, style(s) of leadership, and roles of members.

3. Identifying and Assessing Generic Work Skills

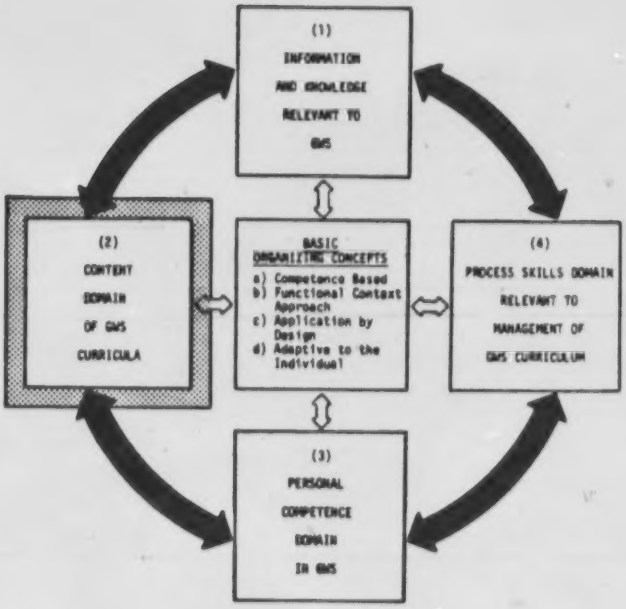
An essential part of the knowledge base required for facilitating the learning of generic work skills is information pertaining to the initial skill levels of each of the group members.

Eight competencies have been identified by the Instructional Leadership Development program as essential to the effective functioning of task groups. These are as follows:

- communication
- identifying and using resources
- resolving conflicts
- planning
- evaluation of performance
- assuming and sharing leadership
- solving problems and making decisions
- cooperating

Descriptions of each of these competencies, along with self-administered assessment instruments, should be included in Instructional Leadership Development program.

C. The Content Domain of Generic Work Skills Curricula

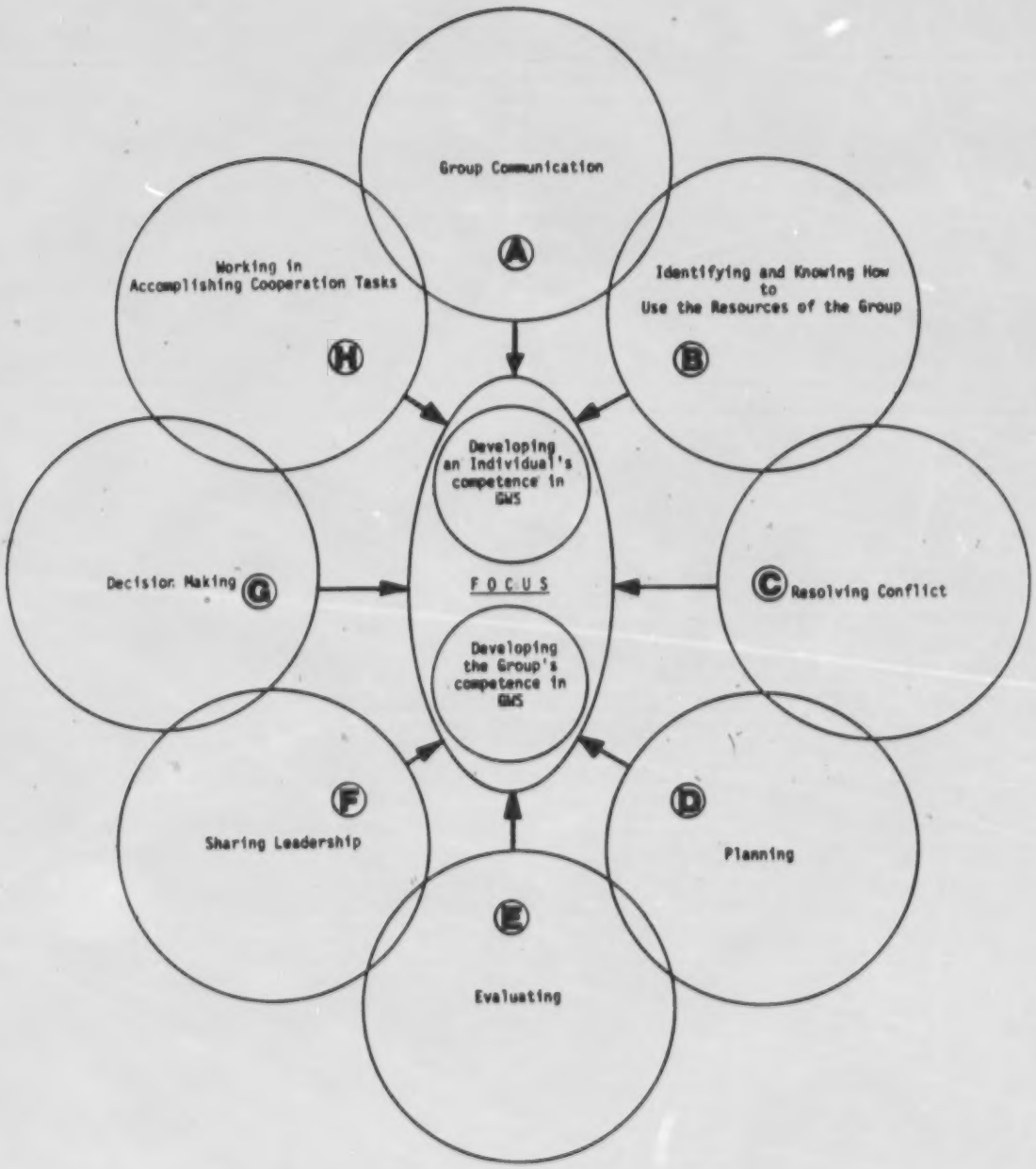


In this part of the content specifications for an Instructional Leadership Development program in Generic Work Skills, we shall introduce information relevant to the GWS domains, including the purpose of these domains and the characterization of the various curriculum content component areas.

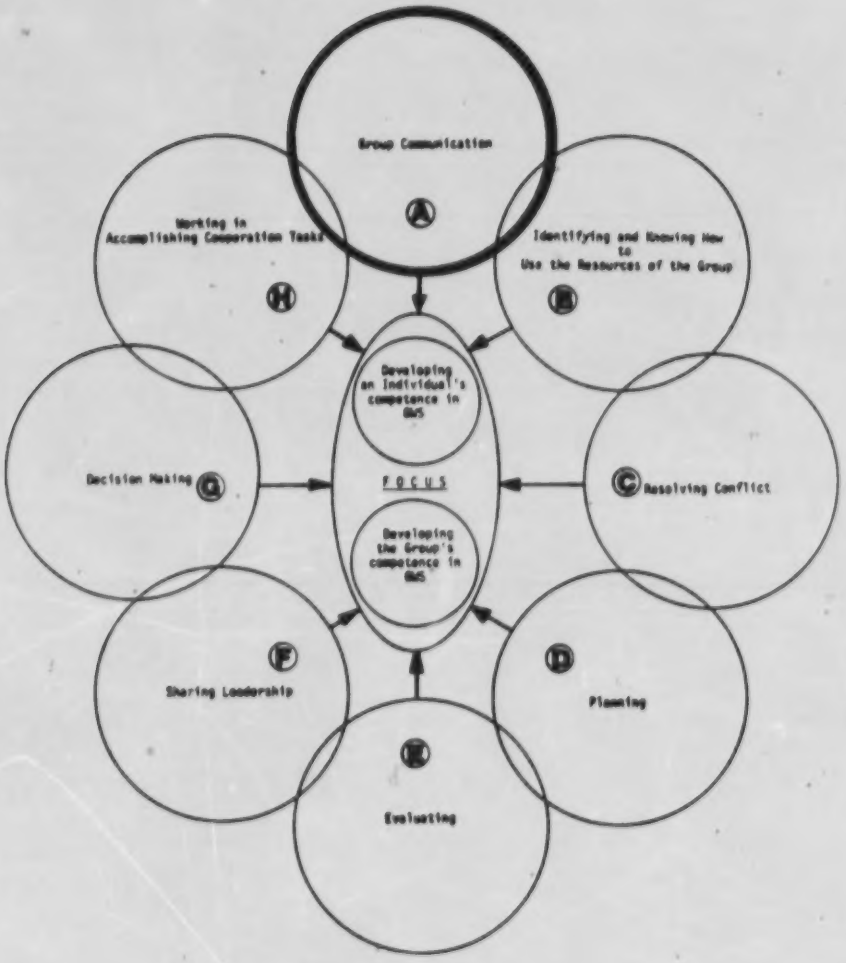
The figure on the next page portrays the major curriculum content components. Following the figure we describe these components, presenting their focus and principle.

Figure

MAJOR CONTENT COMPONENTS



Arrows indicate direct relationships



1. (A) Group Communication

The general purpose of this component is to help trainees to acquire information and knowledge about communicating effectively in groups, and also to provide an experience in effective group communication.

Content and activities are to be selected to help trainees to: (1) identify the ways we can communicate; (2) discover obstacles to effective communication; (3) relate effective communication to group performance and group cohesion; and (4) apply what they have learned to instructional planning in GWS.

Within the general purpose described above, curriculum content will be selected relevant to group learning and individual learning.

a. Specification of Content for Group Learning

Content will be identified and selected that communicates to the group how to:

- give information
- receive information
- remember information
- understand some of the ways that individual and group interpretation can affect how people communicate

b. Specification of Content for Individual Learning

Content will be identified and selected that will enhance the individual's ability to:

Attitudes

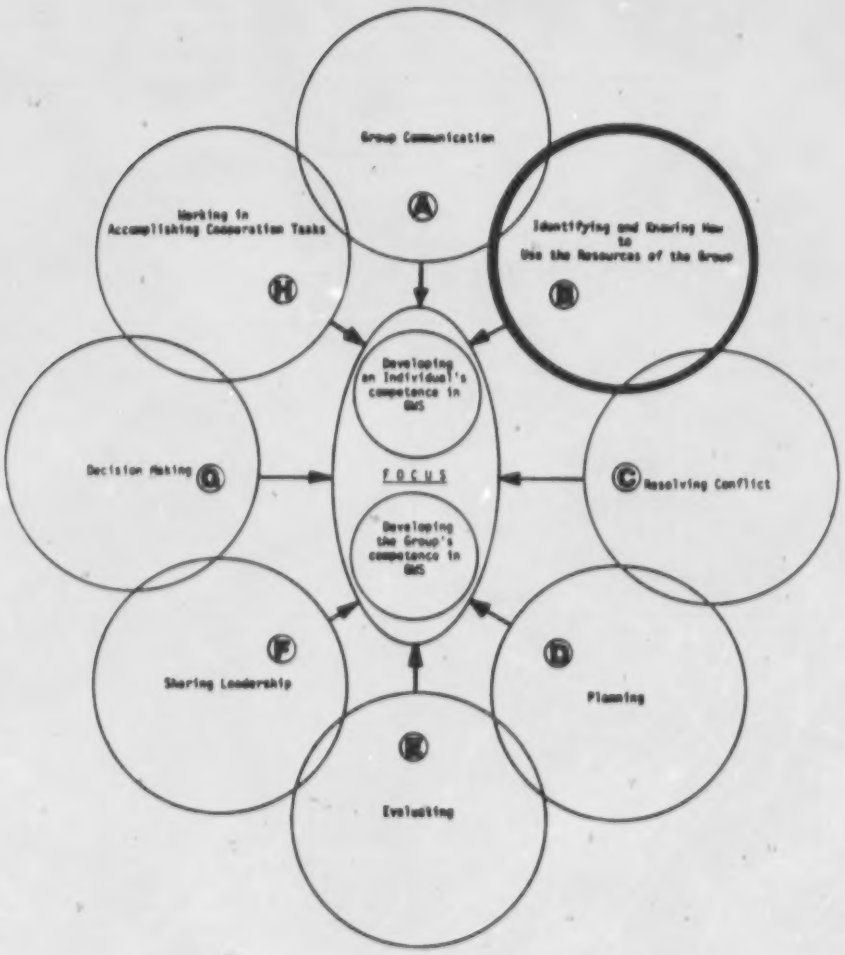
- be sensitive to individual group feeling
- accept the responsibility for trying to understand another's view and values
- value the sharing of information

Knowledge

- know how to give information
- know how to receive information
- know how to keep/remember information
- know how to involve others in a group discussion
- understand that an individual's values will affect communication

Skills

- express group feelings
- give information
- identify interpretation
- keep/remember information
- help others participate



2. (B) Identifying and Knowing How to Use the Resources of the Group

The general purpose of this component is to help trainees learn how to identify and use the resources of their group in order to perform a given task.

Content and activities are to be selected to help to: (1) establish a broad definition for the term "resource;" (2) identify personal and group resources; (3) understand how resources can be used to improve group productivity and to maintain group cohesiveness; and (4) apply what they have learned to curriculum planning.

Within the general purpose described above, curriculum content will be selected relevant to group learning and individual learning.

a. Specification of Content for Group Learning

Content will be selected that communicates to the group how to:

- identify the resources needed to accomplish the given task
- identify resources available to the group
- determine the probability of completing the task with the available resources
- identify ways to develop other needed resources

b. Specification of Content for Individual Learning

Content will be selected that will enhance the individual's ability to:

Attitudes

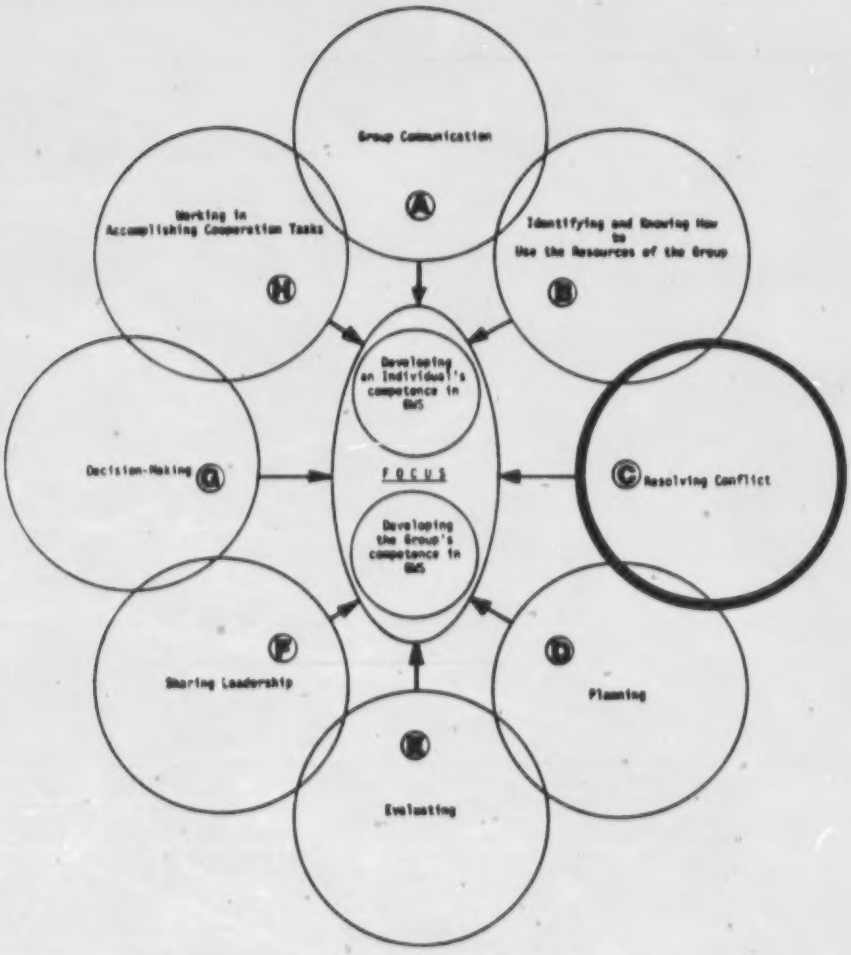
- acknowledge the positive contributions each individual can make to the group
- accept the abilities and limitations of others
- accept his own abilities and limitations

Knowledge

- develop an understanding of the term "resources"
- know his/her abilities and own resources
- know the abilities and resources of other group members
- understand the constraints affecting the use of the resources of the group
- understand the subjective factors involved in making a decision about which resources to use

Skills

- assess and effectively use the group resources with respect to getting the job done and maintaining group unity
- identify resources needed for alternative plans
- assess the probability of the group accomplishing the task with the available resources



3. (C) Resolving Conflict

The general purpose of this component is to help trainees to learn about skills, knowledge, and attitudes that will enable students to resolve conflicts effectively within their group and with other groups.

Content and activities will be selected to help trainees to:

(1) establish a broad definition for the term "conflict;" (2) identify causes of conflict; (3) learn about clarifying values, and understand and respect the values of others; (4) develop a method based on awareness, analysis, and action to resolve group conflicts; (5) understand how conflict

resolution can improve group productivity and maintain group cohesiveness; and (6) apply what they have learned to curriculum planning.

Within the general purpose described above, curriculum content will be selected relevant to group learning and individual learning.

a. Specification of Content for Group Learning

Content will be selected that will enhance the group's ability to:

- determine the cause of group conflicts
- develop different ways to deal with such conflicts
- recognize the beliefs and goals which the group members share and which, therefore, can be used in conflict resolution
- know, respect, and deal with individual and group differences while trying to resolve conflicts
- use conflict resolution to improve how the group stays together and gets its work done

b. Specification of Content for Individual Learning

Content will be selected that will enhance the individual's ability to:

Attitudes

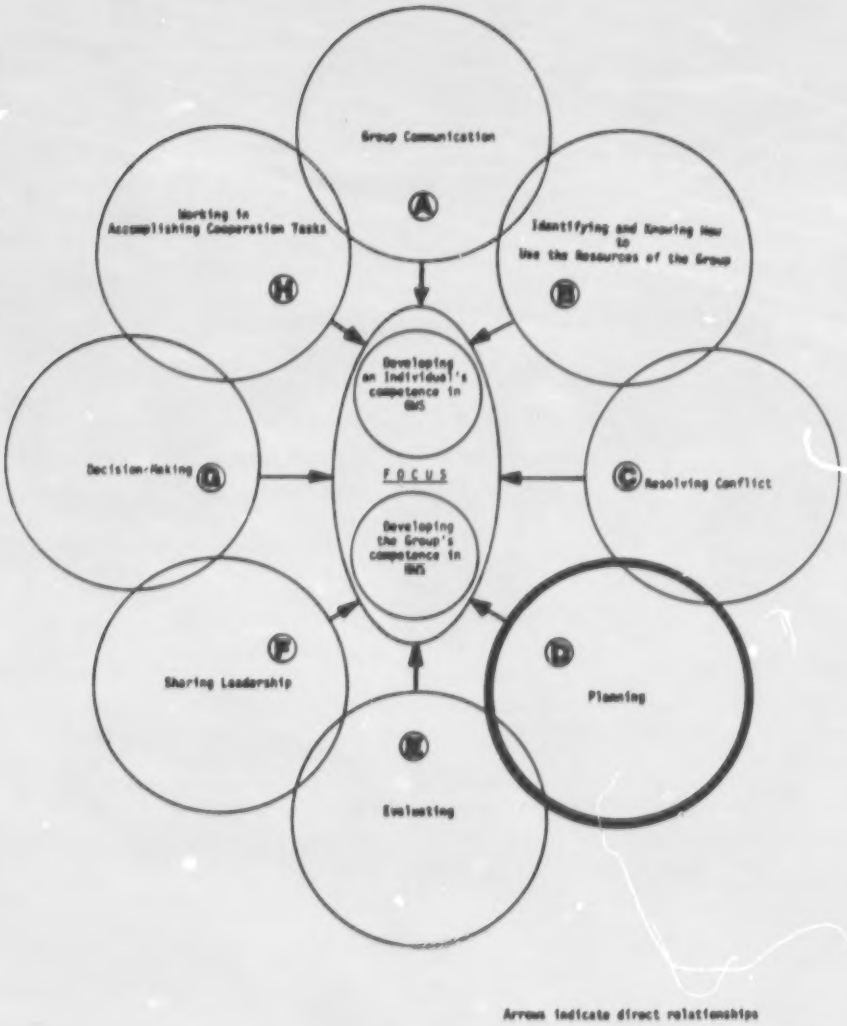
- appreciate conflict resolution as a (group) tool which is necessary for doing jobs and achieving goals
- appreciate the importance of dealing with conflicts honestly and openly
- appreciate the importance of explaining his/her beliefs and goals while trying to resolve conflicts
- appreciate and respect differences among people and groups

Knowledge

- understand the meaning of the word "conflict"
- know the different causes of conflicts
- know different ways of dealing with conflicts
- know how well he or she can deal with conflicts and how well others can deal with conflicts while working as a group to get a job done

Skills

- recognize types of conflicts and causes of conflicts
- explain his/her beliefs in order to help resolve group conflicts
- figure out different ways of resolving conflicts
- express his/her own feelings while dealing with conflicts honestly and openly
- apply conflict resolution skills to personal, everyday jobs



4. (D) Planning

The general purpose of this component is to help trainees to understand a planning process which can be applied to either group tasks or individual activities.

Content areas include: (1) define a task; (2) consider available resources; (3) consider possible obstacles in the situation; (4) consider alternatives; (5) determine the basis on which to select a plan; (6) choose a plan; (7) consider the details; and (8) evaluate planning.

Within the general areas described above, curriculum content will be selected relevant to group learning and individual learning.

a. Specification of Content for Group Learning

Content is to be selected that enhances the group's ability to:

- determine the nature of the task (what must be done, where, when, why, and by whom)
- determine the resources available for the task
- determine obstacles that may hinder the accomplishment of the task
- generate several alternative ways to accomplish the task
- establish the basis for selecting an alternative
- decide which alternative to use
- determine the details of the plan (who will do what, when, where, how)
- evaluate their planning process, based on their ability to accomplish the above steps

b. Specification for Content for Individual Learning

Content is to be selected that enhances the individual's ability to:

Attitudes

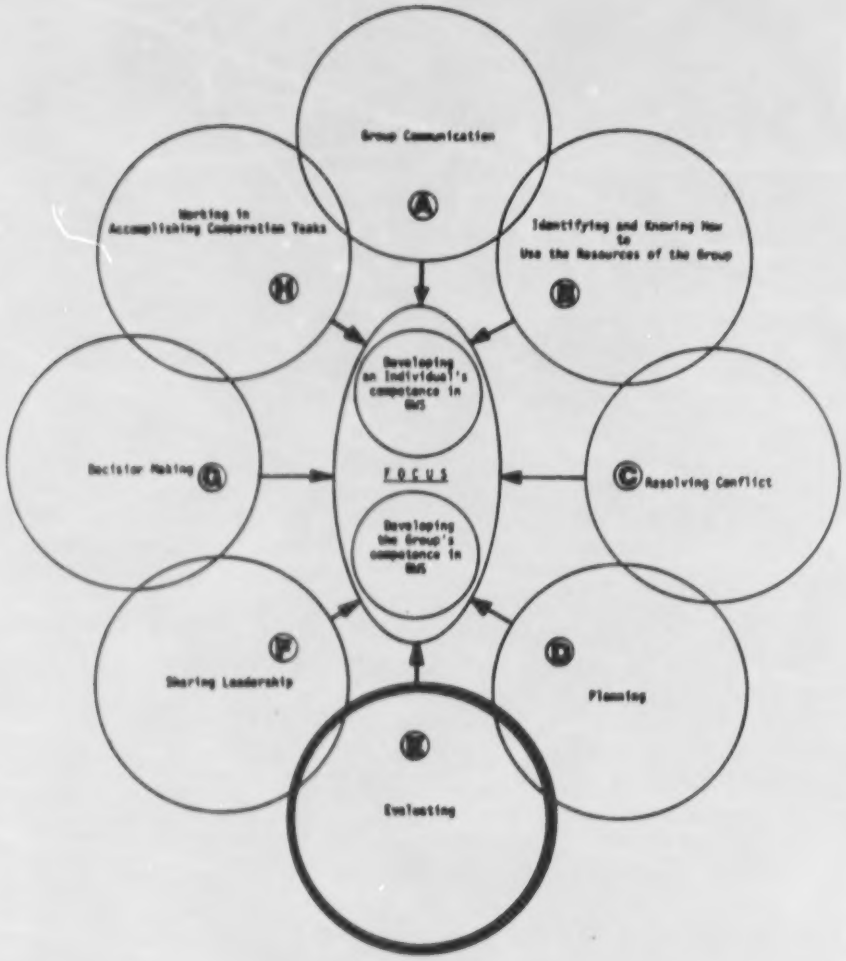
- value planning as a necessary process for accomplishing tasks and achieving goals
- value a systematic approach to tasks
- value the generating of alternatives before reaching a group decision
- value the use of group decisions in planning as a means of getting the greatest possible commitment from the group

Knowledge

- understand the tasks to be accomplished
- understand the constraints created by the situation
- understand the need for consistency between a chosen plan and the group's goals and resources
- understand a technique for planning
- understand the need to gather information before determining a plan of action

Skills

- state the task in concrete terms
- propose several alternative ways of accomplishing the task
- identify resources he or she can provide for each alternative
- gather and assess information pertinent to the task
- identify decisions that need to be made and problems that need to be solved
- assess alternatives on the basis of the probability of the group's being able to carry them out successfully
- apply a planning process to personal tasks



5. (E) Evaluating

The general purpose of this component is to help to understand the process for evaluating group performance; however, the process also can be adapted to evaluating individual performance.

Group performance is evaluated in regard to two main aspects: (1) accomplishment of the task and (2) maintenance of group cohesion or unity. Trainees are helped to arrive at criteria for judging or evaluating group performance and then to judge performance according to those criteria.

Within the general purpose described above, curriculum content will be selected relevant to group learning and individual learning.

a. Specification for Content for Group Learning

Content is to be selected that enhances the group's ability to:

- determine what should have happened in a situation
- determine what did happen in the situation
- notice similarities and differences between what happened and what should have happened
- determine reasons for these similarities and differences
- decide what to do to improve performance or outcome, or what adjustments to make

b. Specification for Content for Individual Learning

Content is to be selected that enhances the individual's ability to:

Attitudes

- be willing to evaluate oneself and others
- accept constructive criticisms and suggestions from fellow group members
- accept new ideas and change
- appreciate the importance of constant evaluation of group performance as a first step toward improvement

Knowledge

- understand that conflicts may develop between accomplishing a task and maintaining the group
- know the questions to ask when evaluating
- understand the role that goals and values play in evaluation

Skills

- observe the group and evaluate its performance in a given situation
- apply the evaluation process to a personal task or activity
- identify personal values and their relationship to the group's values

6. (F) Sharing Leadership

The general purpose of this component is to help trainees learn some qualities of leadership and study some effects of the use and the misuse of power.

Trainees will also study some bases of power and will be introduced to the concept of shared leadership.

Within the general purpose described above, curriculum content will be selected relevant to group learning and individual learning.

a. Specification for Content for Group Learning

Content is to be selected that enhances the group's ability to:

- seek leaders who help the group get its job done and help it to stay together
- seek leaders who have valid bases of leadership
- seek leaders who share leadership rather than manipulate people

b. Specification for Content for Individual Learning

Content is to be selected that enhances the individual's ability to:

Attitudes

- value his/her own abilities to lead
- respect others' abilities to lead
- value the qualities of leadership and of shared leadership
- value the proper use of power and influence

Knowledge

- know the qualities of leadership
- understand his/her own leadership abilities
- understand the leadership abilities of other group members
- recognize and understand the proper and improper bases and uses of power

Skills

- participate in leadership
- use power and influence properly
- share leadership with other group members

Arrows indicate direct relationships

7. (G) Decision Making

The general purpose of this component is to help trainees learn different ways in which decisions can be made in a group.

The way of decision making (in particular, the person or people chosen to make the decision) must be appropriate to the decision and the situation if an effective decision is to be made. In addition to studying various ways of decision making and the advantages/disadvantages of each, there is a need to learn to identify factors in a situation which can help to choose an

appropriate way of decision making, and to evaluate decisions they have made in terms of effectiveness.

Within the general purpose described above, curriculum content will be selected relevant to group learning and individual learning.

a. Specification for Content for Group Learning

Content is to be selected that enhances the group's ability to:

- understand ways of making a decision
- understand advantages and disadvantages of various ways of making a decision
- recognize situations in which the various ways will or will not work
- recognize and consider factors in a situation which make a particular way of decision making most appropriate for that situation
- choose the way of decision making which is most appropriate for a particular situation
- evaluate the effectiveness of a decision and the choice of a way of decision making

b. Specification for Individual Learning

Content is to be selected that enhances the individual's ability to:

Attitudes

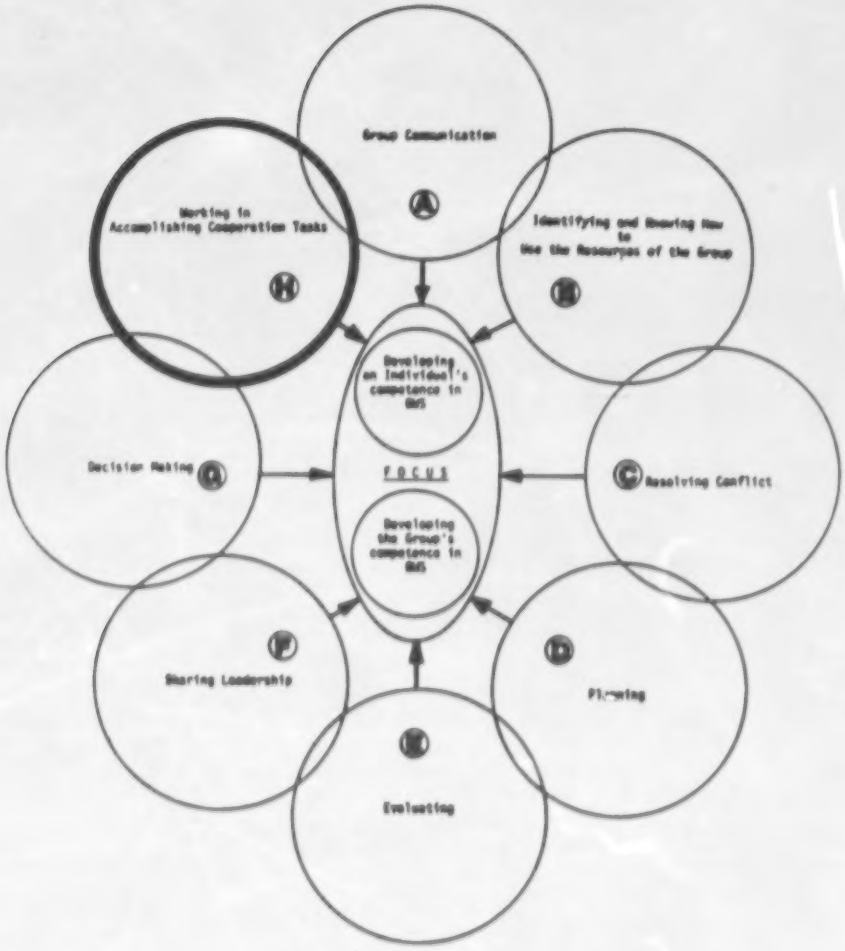
- understand the importance of choosing a way of making a decision which is appropriate to the situation
- value participation by the whole group in deciding which way of decision making is best in a particular situation
- value decision making by the whole group over decision making by a single person or by a small part of the group in most situations

Knowledge

- understand several ways in which a decision can be made in a group
- understand the advantages and disadvantages of the various ways
- recognize situations in which the easy way will or will not work
- recognize the factors in a situation which help to determine which way of decision making fits that situation

Skills

- take part in the various ways of decision making
- determine which way of decision making is most appropriate in a particular situation
- evaluate the effectiveness of a decision and the choice of decision-making methods which lead to it



8. (H) Working in Accomplishing Cooperation Tasks

The general purpose of this component is to help understand ways of enhancing cooperative effort within a group.

A group can maintain a high level of cohesiveness and efficiency only if all its members help in the cooperative effort. Since this is a summary component, ways are shown in which the various competencies learned in the curriculum are useful and necessary for helping cooperative effort in a group.

Within the general purpose described above, curriculum content will be selected relevant to group learning and individual learning.

a. Specification for Content for Group Learning

Content is to be selected that enhances the group's ability to:

- harmonize the activities of various members and subgroups
- observe group action to determine its effectiveness
- determine why the group has trouble working effectively when problems arise
- express group standards and goals
- stimulate all group members to do better work
- set a good example by each member's own work

b. Specification for Content for Individual Learning

Content is to be selected that enhances the individual's ability to:

Attitudes

- accept the responsibility of helping the cooperative effort in the group
- value a cooperative effort over competition
- value the sharing of responsibility for helping a cooperative effort in the group
- value all the group interaction skills for their use in helping the cooperative effort

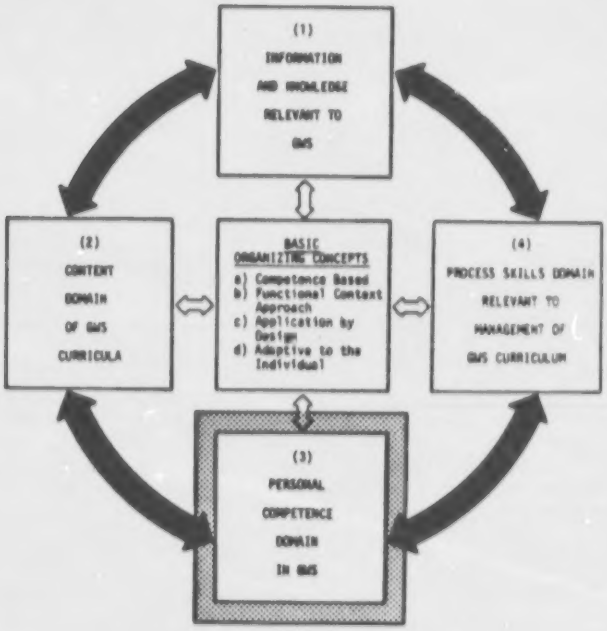
Knowledge

- understand the interrelatedness of all cooperative interaction skills and their relation to cooperative effort
- understand ways to help the cooperative effort
- understand the need for various ways of cooperation

Skills

- carry out various ways of helping a cooperative effort
- identify which ways are not being used in situations where a cooperative effort is not occurring
- determine ways to improve the cooperative effort in a group

D. Personal Competence Domain

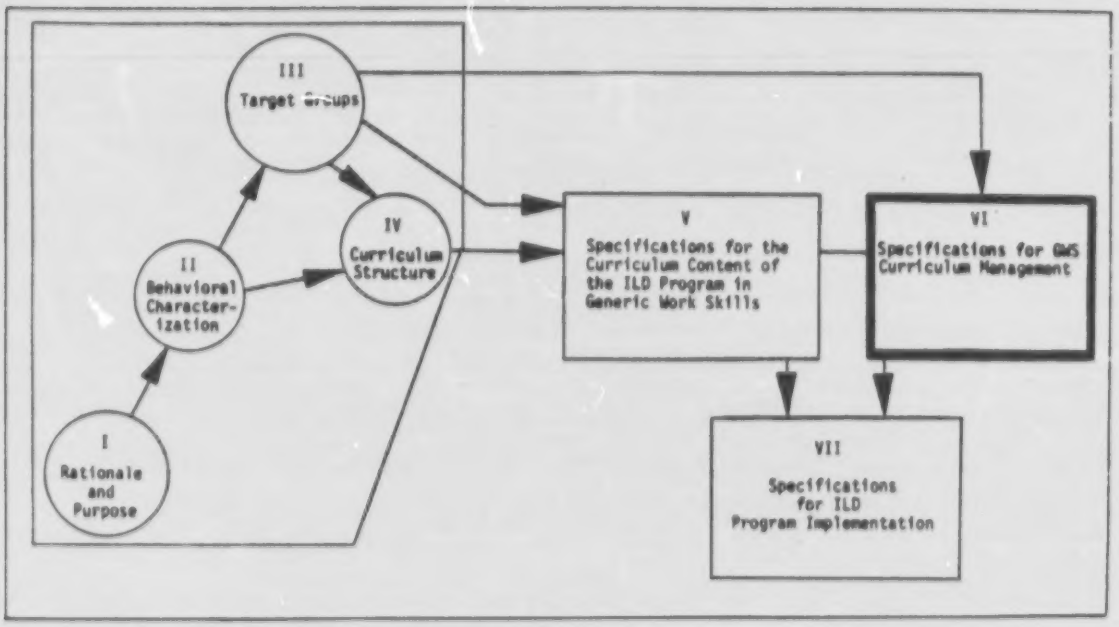


In the preceeding section, we specified generic work skills competencies. The same competencies apply to educators who are involved in the planning, implementation, and management of GWS curriculum and instruction. Therefore special content and activities might be selected that enable trainees to apply GWS competencies to GWS curriculum management.

E. Summary

This section of the Model has outlined the curriculum content specifications of the ILD program in generic work skills. These specifications represent the overall content needed to assist the trainee in developing knowledge, attitudes, and skills in: (1) the Information and Knowledge Base domain, (2) the Curriculum Content domain relevant to GWS education, and (3) the Personal Competence domain.

SPECIFICATIONS FOR GENERIC WORK SKILLS
CURRICULUM MANAGEMENT



VI. CURRICULUM MANAGEMENT SPECIFICATIONS

A. Introduction

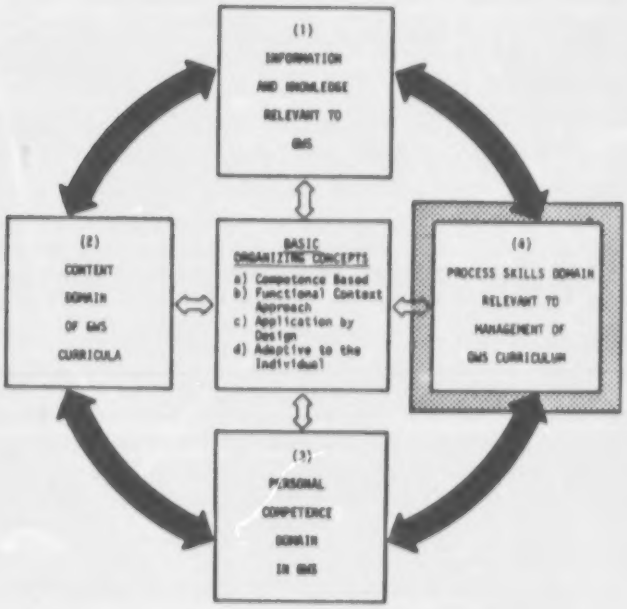
The Curriculum Management component of the ILD program in Generic Work Skills introduces specifications for teachers to purpose, plan, implement, and evaluate a GWS curriculum and instruction. The specifications delineated herein will become the basis for identifying or developing instructional resources, techniques, and strategies which teachers can use to assist students in acquiring desired knowledge, skills and attitudes, and competencies consistent with the GWS curriculum model.

As a general instructional management model, these specifications describe the arrangements by which teachers can:

- select, develop, plan, and implement a GWS curriculum geared to student needs and abilities;
- evaluate and adjust specific learning objectives, curriculum content, or instructional strategies (as needed) to enable students to achieve a desired level of GWS competence.

In Part B, we provide a general definition of curriculum management and set forth our organizing values. In Part C, we elaborate on curriculum management as it relates to the goals and objectives of a GWS education program. In Part D, we outline specifications for an ILD module in managing a GWS curriculum. Finally, Part E provides a summary of this section.

B. A General Definition of Curriculum Management



Curriculum management consists of four interrelated components associated with purposing, planning, implementing, and evaluating a curriculum. These components are described on the following pages.

PURPOSING	The teacher establishes the parameters within which learning is to occur. The teacher develops student learning objectives which are consistent with the behavioral competencies embodied in, or implied by, a curriculum domain. The teacher develops objectives which are compatible with the needs, abilities, and preferences of his/her students.
PLANNING	The teacher sets the conditions under which learning will occur by: • selecting an interrelated, essential set of concepts and processes defined in the content instructions of the curriculum as topic entry points; • selecting or developing curriculum materials which address specific phenomena, problems, and issues in which these concepts and processes are embedded; • selecting appropriate instructional/learning arrangements which enable students to identify and understand these concepts; • organizing and sequencing student learning objectives, curriculum materials, and other learning resources into meaningful instructional units or lessons; • locating and selecting available resources which facilitate both instruction and learning.
IMPLEMENTING	The teacher carries out planned instructional/learning arrangements by: • utilizing specific curriculum materials and learning resources in order to convey selected concepts, processes, and attitudes; • studying phenomena with students, problems, and issues through case study analyses, problem discussions, simulations, and other learning activities; • applying some general strategies for ensuring that the curriculum achieves desired student learning and motivation objectives (as specified by a model).

EVALUATING — The teacher observes and assesses the students' progress towards achieving learning objectives, and then makes suitable adjustments in the instructional/learning arrangements to facilitate such progress. This is accomplished by:

- selecting or developing methods and instruments for evaluating instructional/learning arrangements;
- assessing key aspects of the adequacy of the content of the curriculum;
- assessing key aspects of the purposing, planning, and implementing sequence.

A series of organizing values served as guidelines in designing the specifications outlined in this curriculum management sequence. These perspectives were as follows:

- That the learner must be the central focus of the curriculum.

  This essentially means that the curriculum should be organized: (1) around the needs and abilities of the learner and the learning resources that facilitate the development of desired competencies, and (2) around the instructional arrangements that facilitate the learner's utilization of learning resources.

- That the learning resources and instructional arrangements should help to develop the desired levels of awareness and competence in the learner.
- That the learning resources and instructional arrangements should provide a balance between primary information acquired through real or simulated experiences, and secondary or tertiary information acquired through reading, lectures, and discussions.
- That the learning arrangements should be flexible and responsive to the learner rather than exclusively oriented to the "delivery" of the subject.
- That the learning and instructional arrangements should focus on the synthesis and organization of information from a variety of fields rather than on information or perspectives specific to a given field.
- That learning is a lifelong proposition which goes on even after a specific set of learning or training experiences has been terminated.

With this series of organizing values and a general definition of curriculum management in mind, we now turn to a consideration of the goals and objectives of an ILD program in GWS curriculum management.

C. Goals and Objectives of the GWS Curriculum Management

The instructional Leadership Development (ILD) program in Generic Work Skills curriculum is designed to address two goals:

1. To train teachers to acquire competencies in the GWS curriculum content.

2. To train teachers in the planning, implementing, and evaluating of of instructional arrangements to convey GWS competencies to students.

The first goal is attended to by the GWS curriculum content module; the second goal is attended to by the GWS curriculum management module, for which the specifications in this section were developed.

This second module provides teachers with competencies in facilitating GWS interaction within the functional context of the classroom. More specifically, this module prepares teachers to provide the following:

- Engineer a task that requires group interaction and will facilitate the emergence of leadership/membership qualities from within the group.
- Form a group which will be able to carry out task objectives in a cooperative way.
- Determine criteria by which they can predict the effectiveness and cohesiveness of a group, and decide the instructional strategies that will assure such effectiveness and cohesiveness.
- Utilize instructional managerial skills to guide a group's activities in an unobtrusive and non-authoritarian way.
- Determine criteria that will enable them to evaluate group efforts, and to provide alternatives for adjusting the group situation.

GOALS PERSPECTIVE

The ultimate goal is for students to learn to function in task-oriented groups effectively and cooperatively. How can such a situation be brought about? The answer is: by learning a new perspective.

The teacher must realize that as long as he/she remains in an authoritative position "telling" learners how to go about accomplishing a given task, than self-directed, cooperative experiential learning will not come about. Thus, the teacher should be able to facilitate a situation and display an attitude that precludes the traditional role of the teacher as the center of the learning process. This is accomplished by giving the teachers the experience of cooperative interaction in a small group. Such an experience would provide teachers with direct insights into what their students will be experiencing.

Instructional management activities will enable the teacher to purpose plan, and implement instructional/learning arrangements and situations in which GWS activities can take place. The "situation" is the actual space and time, the human and physical environment, a system of resources, internal/external influences and forces, alternative task-accomplishment approaches, and learning conditions of various sorts which will be made accessible to the learner group.

Since every classroom is unique in terms of its social relationships and its personalities, we cannot present approaches that can be applied in every instance. We can provide a repertoire of alternative instructional/learning arrangements to assist decisions on what directions the teacher's design and development process could take. Whatever program the teacher designs for his/her unique classroom, it must produce unobtrusive management with instructor intervention on a consulting basis, and promote task-oriented learning groups.

OBJECTIVES PERSPECTIVE

We are not specifically interested in the creation of a new subject matter to become part of a school curriculum. Ideally, GWS should be considered part of the core curriculum. Its learning should become part of all learning. *Thus, our objective is to design and develop a methodology that can be taught to teachers, in a group setting, that provides them with the competencies to create instructional arrangements and learning situations by which students can learn how to be effective in task-oriented groups.*

This methodology would base its operations upon the "natural" social interactions that take place both in and out of the classroom--namely, the interactions of small groups of people who are carrying out some purposeful activity, such as a game or a job of some sort. We should add that this methodology is intended for use in resolving tasks that require group cooperation to carry them out. These tasks are such that no one person, including the teacher, has the time or the expertise to accomplish them effectively alone in a short period of time. For example, a course in biology might raise questions concerning the environment which might lead to issues concerning economics, industrial organization, and the psycho-social behavior of society vis-a-vis the environment. A problem requiring an interdisciplinary approach, therefore, may require group effort in learning how to resolve the problem.

Another pertinent example is that the workplace is now requiring new types of skills. These skills appear to be more and more concerned with establishing and maintaining group cohesiveness in accomplishing a job, in addition to having technical skills. Unions are demanding more access to managerial decisions; management is interested in participative decision making as a way to overcome "worker alienation." Other examples in the workplace can also be developed.

In our view, the practical application is two-fold: (1) to provide a methodology for teaching interdisciplinary content in the medium of a task (or tasks) requiring group cooperation, and (2) to provide a response to the evolving workplace in which jobs are becoming more group-oriented.

There may be difficulty, however, in introducing this cooperative group learning methodology in situations where only competitive individual efforts are officially sanctioned. Therefore, we are developing a curriculum which will provide teachers with skills to carry out managerial procedures that can help guide the development of a "group" out of "a loosely-organized collection of students."

Here is a brief characterization of this process:

> The teacher first observes existing interactions and organizes simple discussion groups around some topic in an easy, informal way. Continued management is through questions and suggestions to help motivate students in accomplishing specific tasks. The teacher may then intervene, aid, or stand back entirely--depending on what the evolving group is doing.
>
> *No rigid procedures are to be implied by the GWS program.*
>
> Only instructional arrangements to help the group form are used. Only activities to organize the group into following a plan with alternatives built into it are learned. Every phase involves observation, decision making, diagnosing and solving problems, evaluating, and adjusting. All of these processes contribute to generic work skills learning.

Obviously, we are suggesting changes in the teachers' mode of operation. It will be necessary to train teachers not only in instructional management activities, but also to provide them with a variety of resources for the use of these competencies. We will give these teachers experience and competencies in working in a group situation, so that the "instructional

leader" is a manager and supporter of group learning/educational processes--rather than a single source of information and knowledge.

In light of all of this, we propose the following procedures be used by instructional leaders to create a viable group. Each of the following will ultimately be analyzed into very specific actions to be taught in a lesson or a module. Teachers who complete an ILD program should be able to do each of these effectively, without supervision, at the end of the program.

1. Clarify the potential for developing groups in his/her class

Briefly, this means that the teacher should have checklists of qualities or criteria that make up the physical, psychological, and social conditions of groups. Part of this process involves the analysis of curriculum content to determine potential group tasks for cooperative learning.

2. Allow the group to set a goal

The structure of a goal will provide the rationale for the structure of the tasks to be undertaken, and for the needs of the group and its activities. The group needs to know how to analyze both goals and tasks to identify the dynamic interaction and qualities within and of itself (i.e., leadership style, communications patterns, and other group behaviors). The teacher should be able to respond in an advisory capacity.

3. Determine an instructional arrangement of resources consistent with task structure

This approach may be more-or-less obtrusive. This potential is dependent, in turn, on the interaction requirements of the task. For example, it appears that young children, persons hostile to schools, or those who are otherwise "undisciplined" or "anti-social" in some respects, may require

more teacher intervention. The classroom context for this arrangement must also be taken into consideration in the planning of the group activity.

4. Develop a group's membership

This may be done voluntarily or by some other means. But, the people involved should have some commitment to the task--if not to the idea--of a group. Commitment to the group is something which has to be developed and promoted by the teacher. Discussion should be encouraged in exploring the task, and exploring each other in terms of the task. The group's composition might require altering the instructional arrangement or the task.

5. Determine resources and materials

The group would be allowed to freely examine a variety of resources to accomplish its task(s). The instructor may act as a consultant.

6. Manage the group

Some strategy should be devised which would structure the relationship between the teacher and the group, so that the generic work skills are introduced into group processes when needed, without damaging the cohesiveness of the group. The teacher should also observe, evaluate, and find ways of adjusting the group's operations. One group may be operating in competition with another class group, or different strategies may be used on different groups to put the strategies in competition.

The teacher must manage information which flows into the group to keep the group heading to a goal, or to help change the purpose of the group. Any group intending to function cooperatively requires informaiton and resources (of some sort) to carry out its task. Our specific focus is on the functioning of the group, with the goals and tasks as secondary. This means

that goals and tasks should be selected which would create the necessity for cooperative activity. The instructional manager may find it necessary to partially alter goals to continue the group interaction cooperation.

7. Evaluate the group and group participants' productivity

Questions should be asked and answered by the learner group in a disciplined, objective way through an evaluation instrument. The following evaluations are not in any priority, and are only given as samples.

Individuals in the group might evaluate themselves as to whether:

- they were able to present ideas and feelings to others in such a way that they were taken seriously and responded to;
- they selected and used appropriate strategies to resolve conflicts in group situations;
- they considered alternative ways of accomplishing a task;
- they could compare what should have happened with what did happen in a group situation;
- they figured out resources that helped the group stay together and do its job well;
- they chose group standards and goals;
- they decided the best way to make a decision--given defined goals, available resources, time and so forth;
- they defined the type of leadership needed and shared the different functions of a leader;
- they helped each other do better work.

The above seven step procedure provides a methodological perspective on how to approach GWS instruction, the primary goal of which is for students to learn to function in task-oriented groups effectively and cooperatively.

In the next part of this section on curriculum management specifications, we will expand on both general and specific curriculum instructional management activities. We will also show how they related to a GWS education program.

D. Specifications of Managing A GWS Curriculum and Instructional Program

We will now describe the curriculum/instructional management activities required for teaching the eight generic work skills, which are: communicating, using resources, resolving conflict, planning, evaluating, sharing leadership, making decisions, and cooperating. These activities are basically a matter of predicting, planning, implementing, observing, and evaluating instructional/learning activities.

The difference between these management activities and other (traditional) instructional methods is that they represent an unobtrusive arrangement of learning situations/conditions which allow and promote an interactive group process to occur. Furthermore, these activities are conducive to the production or creation of an interactive group process of instruction and learning. This second point is particularly important. We are not presenting a set of discrete actions which might take place, or be demonstrated, in a series of exercises, but rather, the process of group interaction that enables learning to occur as a result of sharing, exploring, mutual correcting, practical application, and testing.

The teachers will not be merely presenting their students with the surface facts of interaction. They will choose the arrangements by which self-organizing and self-managing for group learning will emerge. As the group becomes self-sufficient as a social unit of learning, the teacher's role may diminish--as far as the group is concerned--to the point of providing institutional sanctions and promoting a focal point for discussion.

There are two types of instructional activities that will be operant: (1) instructional activities which direct specific resources and information for learning, and (2) instructional activities which create the situation and ambience for learning. Our efforts will be directed toward the latter set of

activities (e.g., the evolution of group interaction activities, the group's development and production, and the resolution of the task), although the former set can sometimes come into operation as well (e.g., a more traditional approach of explanations, questions and answers, etc.).

These activities must be integrated with other activities and tasks in the ILD Program to create a situation where the group interaction process is the main vehicle of instruction/learning. The continued use of the group interaction process will increase the instructor's repertoire of pedagogical strategies. This process should emerge from ongoing classroom activities and should be reintegrated into future classroom activities.

For this to be successful, the instructor should become adept at the skills which make up the process of forming an interactive group that performs specific tasks. The acquisition of these skills will develop the trainee into an instructional leader who will be able to plan, manage, maintain, and evaluate the emergence of the group's actions and productivity. These processes form the parameters of the managerial skills, and they are addressed in the curriculum management training module.

What shall these instructional leaders be managing? Three skill areas have been identified as being essential in the interactive group process: (1) group maintenance, (2) cognitive and technical task attendance, and (3) individual responsibility to the development of the group. These areas subsume the skills referred to earlier as the eight generic work skills, which were developed in 1976 as a curriculum for high school students. In the ILD program, they became the key curriculum content components to make the trainee conscious of efforts required in conducting an interactive group process.

Once the group interaction experience has been passed on to the instructors, they will learn the required managerial skills to create the atmosphere

for classroom group interactions. These activities will teach the successful process of group establishment and maintenance, as well as managerial skills for the development of each generic work skill area.

The infusion and implementation of GWS curriculum activities are dependent upon the existing social structure and learning conditions of the classroom. Some conditions may require a good deal of instructor intervention, while other conditions may require very little. These learning and social conditions will be transformed by the processes that the group evolves or develops as it operates. It is expected that the need for instructor intervention should diminish as the group becomes increasingly more independent, due to its proficiency in GWS. Ideally, the group accomplishes the task successfully, interactively, and in a mutually-satisfying way without feeling or exhibiting the need for instructor intervention.

David W. and Roger T. Johnson* have delineated nine functions of the instructor's role in cooperative instruction. They are as follows:

1. Specify the instructional objectives;
2. Select the group size;
3. Assign the students to groups;
4. Arrange the classroom (e.g., by clustering students to facilitate communication, exchange of materials, etc.);
5. Provide the appropriate materials;
6. Explain the task and the cooperative goal structure;
7. Observe the student-to-student interaction;
8. Intervene as a consultant;
9. Evaluate the group products.

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*"The Instructional Use of Cooperative, Competitive and Individualistic Goal Structures," in Educational Environments and Effects, ed. H. Walberg, (Berkeley, Calif.: McCutchan and Co., 1978) pp. 18-20.

Our analysis of the managerial function involved in this document is quite similar to Johnson and Johnson's set of functions. We have expanded these functions to incorporate some others which our research has shown to be important. Moreover, we have added the teacher's function of providing arrangements in which groups become effective in cooperative activities.

1. General Instructional Management Activities

We incorporated the aforementioned teacher's functions in cooperative instruction to present the following generic* instructional management activities:

- Observe the class as a social system to determine the kinds of tasks amenable to the nature of proto-groups already functioning in the class.
- Analyze course content for potential tasks requiring group interaction. This involves helping a group to set goals which would determine what tasks should be considered.
- Select a set of potential tasks and share them with the class; if one task is chosen, the instructor and the class may analyze it as to its objectives, subtasks, and requirements. The class should be allowed to discuss it in an informal way (e.g., conversations may become a potential for interactive groupings).
- Plan the group's learning environment by selecting instructional arrangements, resources, and methods for the group's learning of generic work skills. The tasks chosen will operate as the functional context in which learners will gain the skills necessary in a cooperative group.

The planning and implementing of instructional strategies by the instructor is quite important. Briefly, we might analyze this process as two general sets of managerial activities, or instructional arrangements.

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*The activities applicable to every aspect of the cooperative effort are referred to as being "generic."

NOTE: We again wish to stress that there are also <u>two</u> approaches to instruction:

(1) *To simply provide information for a specific learning task.* This would be a more authoritative style than an interacting process should have; however, it may be needed in the early stages of the groups' maturation process.

(2) *To design arrangements for learning situations.* That is, the instructor sets up a range of possible options for the learners to choose from, and which will continue to feed into the group's growth (in the form of resources, procedures, information, or other). This later approach helps the group to emerge in a non-authoritative and self-directive way.

Keep these two approaches in mind during our discussion of the instructional management activities.

PLANNING

The first set of instructional management activities deals with planning an effective curriculum by selecting the content and setting the conditions under which learning will occur. These activities involve:

a. Developing useful contexts which embody some specific task to be chosen by the group.

b. Selecting appropriate instructional/learning arrangements for conveying GWS. In making such arrangements, the teacher would consider:

- teaching strategies;
- learning activities (e.g., case studies, field trips, interviews, demonstrations, role-playing, simulations, etc.);
- questioning strategies;
- values analysis and clarification strategies.

c. Analyzing and allocating available resources which facilitate instructional/learning objectives.

IMPLEMENTING

The second set deals with implementing the curriculum by activating the planned instructional/learning arrangements which will achieve learning objectives. These activities involve:

a. Facilitating the group's development with instructional/learning arrangements to be organized into various types of learning experiences (i.e., focusing, data gathering, conceptualizing, confrontation, critical investigating, evaluating, or summarizing experiences).

b. Helping the group use appropriate resources for conveying curriculum content (e.g., case studies, field trips, demonstrations, simulations, etc.).

c. Enhancing the group's skills in problem-solving and decision-making processes.

Teachers and students should also settle on goals, set tasks, determine objectives, and introduce and examine resources. It should be stressed that the teacher will operate primarily as a facilitator/consultant. The more free-wheeling the discussion, the better. The teacher should encourage cooperative group exploration of a subject by declaring his/her own prescriptive and facilitative suggestions for the task. A sense of mutual exploration and discovery should begin to emerge.

The students, through their own interactive efforts, should begin to determine leadership, style of communication, etc. Given the teacher's experience with these generic work skills, he/she should be able to recognize the development taking place and to intervene only as a consultant providing access to alternative directions, and leaving the final choice to the group.

The teacher should supply materials and resources in such a way that the group's members and leaders will have to make their own determinations and choices as to what shall be a resource. The teacher should also advise the group to consider how its decisions about certain resources affect others working in the classroom, as well as in future group situations.

As these processes grow in scope and depth, the teacher may simply observe the actions of the group. However, the teacher should have criteria set for deciding when to intervene with questions or suggestions in order to guide the group back to its original stated goals (if internal breakdowns are great) or work with the group to evaluate the situation (if goals were set too high) with a view to effecting necessary changes.

EVALUATING

Finally, there should be an evaluation of productivity, satisfaction, and group activities by the students and teacher. Even if the goals were not reached, a successful group effort may have occurred. This evaluation, therefore, must occur on a variety of levels and criteria have to be formulated for each levels. The important question for evaluation is whether the process of cooperative group interaction has become a part of the teacher's instructional style and students' learning style in accomplishing a task.

Probably, the most significant aspect of GWS learning apart from conveying cooperative attitudes, skills, and knowledge is to add to the learner's repertoire of learning, working, family, leisure, and civic activities, etc. If the work place is being transformed into cooperative, adaptive operations, then these generic work skills may be valuable to those businesses and corporations which are transforming their productive modes and relations. Thus, these skills can be applicable to a wide variety of work situations. Moreover, when clearly articulated and consciously applied, these skills would become useful in the interactive processes of everyday life.

2. Specific Instructional Management Activities for GWS

The activities we are depicting in the following pages are descriptive of the role of the teacher vis-a-vis the establishment, maintenance, and evaluation of a small, task-oriented, interactive and cooperative group. Such a role involves the design of an environment in which group interactive processes can emerge.

As the group begins to evolve within its design environment, the teacher serves as planner and manager of a program which provides an environment for learners to become productive, self-directive, and self-monitoring in a group context. Acting as an instructional leader, the teacher does not dictate or order the development of the group, but behaves in such a way as to enhance and develop the learner's responsibility to master whatever is necessary to accomplish a task, within a small group of other learners.

The learners are allowed to reflect their own ideas and suggestions, and choose their own tasks. The teacher can be involved to the extent that learners request help or guidance, or the teacher can volunteer advice that will be perceived as responding to the needs of the group. But in answering these requests, the teacher may only assist in suggesting help to accomplish the task(s) at hand. Learners should make their own choices of the precise means to accomplish their tasks.

Given the overall parameters of the task, the specific activities regarding task fulfillment will be chosen by the learners. The teacher may, in a non-authoritarian way, help the learner redefine tasks, avoid premature closure on consideration of alternative solutions to the task, and break down complex tasks into manageable subtasks. The task, its subtasks, activities undertaken to accomplish the task, and directions for action must be undertaken by the learners as an outgrowth of their interests.

The instructor's efforts are: (1) to guarantee that the tasks chosen are within the limits and parameters of the course in which the group effort is occurring; (2) to allow the learners to choose freely, rationally, and from a range of alternative tasks; (3) to keep the group's activities free, but interactive; and (4) to provide every group member with access to leadership roles, decision-making roles, planning and evaluation roles, or whatever else may direct the group's functions and activities.

We have organized these efforts into the framework of an ILD curriculum. These efforts are the behaviors the teachers should exhibit and help to produce in the learner. Such efforts include the capacity to act, behave, and think in an interactive cooperative way.

What will be provided are those activities described in an abstract way. These activities can be analyzed into knowledge, skill, and attitude requirements, which may be further analyzed into the specific content that must be part of an instructional leader program in GWS.

Instructional management activities will be presented under the following GWS headings:

1. Communications
2. Using Resources
3. Resolving Conflicts
4. Planning
5. Evaluating
6. Decision Making
7. Sharing Leadership
8. Cooperating

Under each of these headings, the instruction will (a) set learning objectives and give purpose to the group; (b) plan the instructional arrangements

such that generic work skills will emerge from group interaction; (c) implement those instructional arrangements; and (d) evaluate the effectiveness of these arrangements in facilitating student awareness of cooperative group interaction skills. Ergo, the function of the teacher will be to design the evolution of a group through a process of rational influence, suggestion of options, and generally aid the group toward self-determination and toward monitoring its own activities.

1. Instructional Management Activities for Communications

In this section, we will present those managerial competencies that will provide the group with the opportunity to create its own communications so that a group will:

- give information;
- receive information;
- retain information;
- assess the conditions that can enhance or distort information.

The process to be undertaken by the teachers are:

A. Observing class activities for communication networks. Communication is a matter of clearly presenting ideas, retaining and replicating information which is recognizable to its originator, and interpreting information so that it contributes to the functions and activities of the group.

B. Determining group membership.* Determining the membership of a group depends, in part, on the ability of individuals to communicate. The initial growth stages of a group may take place between individuals who are actively communicating with one another over a task. The teacher should enhance or direct such conversation with questions, but always allowing the students to follow their own interests and choices.

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*This process should occur at the same time as the previous processes.

C. Choosing a goal.* The group should be active in the process of clarifying its goals and objectives, and in structuring a heirarchy of its required tasks, subtasks, and activities. The teacher should guide the students to a goal and help to develop the task construct. Communication at this stage is crucial, since the planning process is occurring and the flow of information between group members must be clear and useful. The teacher must be ready to aid in the clarification of such plans.

D. Observing the flow of information. Throughout the group's process, information needs to be decoded, understood, utilized or retained, and in a process of constant interchange between group members. The teacher may suggest alternatives in communicating (e.g., changes in group structure, physical arrangements, or size) if there is difficulty.

TEACHER OBJECTIVES

At the completion of the Communications section, the teacher should be able to:

- Organize learning experiences in a group which create a sensitivity to other people's beliefs, feelings, values, or points-of-view.
- Provide arrangements for the exchange, retention, and application of information.
- Provide arrangements for the participation of, or access to, all group members in the giving and taking of information.
- Know how communications function in a group situation and alternative designs for communications.
- Help the group develop and apply criteria concerning the clarity and usefulness of information.
- Help the group to design procedures for screening out distorted information.

*This process should occur at the same time as the previous processes.

2. Instructional Management Activities for Using Resources

The teaching of this skill will require instructional managerial competencies that will enable the teacher to allow the following capacities to emerge (in the group):

- Identify resources available to the group.
- Identify resources needed to accomplish the task.
- Determine the probability of completing the task in an alloted time period, given certain resources.

The processes to be undertaken by the teacher are:

A. Determining a goal. The teacher should help the group perceive itself as a goal-oriented, purposive unit. Various goals should be examined and analyzed in terms of the tasks each goal entails. Available or necessary resources may come to light by examining goals and the tasks required to accomplish those goals.

B. Choosing a task. Student interest in carrying out a task requires some sense of the quality and use of resources (that is, capabilities of group members, human resources outside of the group, material resources within and outside of the group). This involves defining the task in terms of activities and functions. A task may be rejected or accepted on the grounds of available resources. The teacher should suggest the means for determining where resources may be found. The group must decide on the quality of such resources with regard to the potential for completing the task.

C. Developing group resources. Many of the resources available to the group may be embedded in the personal or private experience of individual group members. A process of critical questioning (initiated by the teacher, if needed) should make the group aware of its own resources.

D. Discovering alternative resources. The knowledge/information base for the group's activities is always growing. This is the case for student skills or resources actually being used to carry out the project. As mentioned before, the teacher should act only as a consultant presenting suggestions to the group.

TEACHER OBJECTIVES

The teacher's managerial objectives for the Using Resources section are to provide those arrangements which will enable the group to:

- Produce or present relevant resources and aid the group's exploration of additional resources.
- Evaluate the group's use of and ability to evaluate their own resources.

3. Instructional Management Activities for Resolving Conflicts

Conflict is a quality of group activity for which a general definition is difficult to formulate. Nevertheless, we may identify five causes for conflict: (1) the task may not be consistent with individual goals, needs, or values; (2) personality conflicts; (3) organizational structure; (4) personal problems; and (5) societal conditions. Using these causes as a warning system will enable the group to foresee potential problems.

Teachers will be able to design, plan, and implement instructional arrangements which will enable students to:

- Determine the cause of group conflicts.
- Devise a group approach to ameliorate conflict.
- Resolve conflicts in a way consonant to group members' beliefs, values, and ideals.
- Base the conflict resolution approach on group structures that will enhance the group's solidarity.

A. Choosing a goal. In the process of determining the goals and objectives, the group may exhibit conflict potential in terms of individual values, beliefs, points-of-view, needs, etc. By asking questions, or by other value-clarifying techniques, the teacher allows the group to realize, or begin to realize, the beliefs or ideals held by its members. From the goal chosen, a specific task should be derived that is amenable to the personal and cultural values of group members.

B. Observing the group's functioning. The teacher discerns how each member's values, beliefs, and feelings are being transformed by a group interactive process. One major source of conflict will be the inability of some beliefs or ideals to become transformed. The teacher might point out such situations and, by asking questions, help determine ways to compromise those beliefs to enhance the group's solidarity.

C. Analyzing project conflicts. The teacher should help the group forsee and plan for conflicts by suggesting that the group analyze the task and the alternative means of accomplishing it. This could also clarify values or reveal new resources within the group.

D. Intervening in conflicts. The teacher should set criteria for determining when it is useful for intervention. Teacher intervention should be rare and conflicts should be resolved by the group itself; however, conflicts may arise which are too dysfunctional for the group process. The teacher should only intervene with questions or alternative suggestions upon which the group should decide.

TEACHER OBJECTIVES

At the completion of this segment for Resolving Conflicts, the teacher would be able to:

- Understand the different kinds of conflict possible in a group.
- Predict potential conflict situations (given a specific task), the group's social/cultural makeup, and other relevant conditions.
- Develop criteria for when to intervene in a group conflict.
- Design alternative intervention procedures.
- Evaluate the usefulness or effectiveness of such intervention on the group's activities.
- Design instructive/learning arrangements to enhance the group's learning about reducing conflict situations, or create arrangements in which the group can learn about options in resolving conflict.

4. Instructional Management Activities for Planning

The planning process of the group is unique in each group. However, they should follow a logic analogous to the following steps:

- Determine goals by entertaining ideal images of the future.
- Determine the nature of the task (what must be done, where, when, why, and by whom).
- Determine the resources available for the task.
- Determine obstacles that may hinder the accomplishment of the task.
- Generate several alternative ways to accomplish the task.
- Establish the basis for selecting an alternative.
- Decide which alternative to use.
- Determine the details of the plan (who will do what, when, why, where, and how).
- Evaluate the group's planning process, based on its ability to accomplish the above steps.

The processes to be undertaken by the teacher are:

A. Determining the group's goals. This involves entertaining ideal images of the future, designing solutions that represent or portray that future situation, and analyzing those ideal projections to derive specific tasks which the group can accomplish in the classroom. The development of a group towards fulfilling its goal is something which must be planned, yet allowed to follow its own path. There is no single design that all groups will follow towards achieving a highly interactive, cooperative state. On the other hand, any path that a group's development takes requires informative resources, planning, and design.

B. Observing the group's planning activities in regard to a chosen task. The process of choosing a task involves decisions about how the group will go about doing the task. In some cases, an idea of the group's plans may be apparent before actual planning takes place.

C. Questioning the group's plans, and keeping it future-oriented. However, a warning should be inserted here. The group should not believe that since the teacher has ideas about what they ought to do, they should merely cadge such information from the teacher. The teacher should always speak in either/or terms to the group--the plan to accomplish the task must be wholly their own. To prevent premature closure in discussions, the teacher should critically question the group.

D. Not intervening only if the group's plan is clearly breaking down, or is irrelevant to the task, should the teacher enter on a consultive basis.

TEACHER OBJECTIVES

The teacher objectives of the Planning segment include the following:

- Understand the value of the planning process and allow the group to follow its own planning efforts.
- Help the group entertain future ideal images, free of constraints.
- Provide alternative design processes that the group might use to determine how to structure its activities.
- Devise criteria for teacher intervention in the group's planning process or activities.

5. Instructional Management Activities for Evaluating

The purpose of this effort is for the teacher to design, develop, and adapt instructional strategies that would enable a group to evaluate its own processes and the outcomes of group performance.

The teacher activities would primarily revolve around observing and enhancing the student abilities to:

- Determine what should have happened as a result of a group's operation given a goal, objectives, and a task.
- Determine what did happen in the group's activities both in terms of accomplishing a task and in achieving self-direction.

- Observe and measure differences between what was expected and what actually happened as a group, with regard to the accomplishment of a task.

- Develop and test explanations for the differences.

- Develop recommendations for future group activities.

The processes to be undertaken by the teacher are:

A. Setting clear goals and objectives so that evaluation can take place in an unambiguous way. This requires careful articulation of some ideal image of the future in terms of the group's maturity or accomplishment of some task. The teacher goals vis-a-vis the group should also be clear in terms of his or her activities in either (1) providing information and other educational resources for a particular instruction, or (2) providing resources for learning arrangements which would allow a group to emerge in a purposeful way.

B. Helping the group create self-evaluative criteria in regard to accomplishing a task, and in its development as a self-directive group.

C. Observing the group explore itself as a unit, and examine its activities and accomplishment of a task.

D. Making suggestions for future group activities. This requires considering what changes the group would make as a unit, and with regard to potential tasks.

TEACHER OBJECTIVES

The teacher objectives for the Evaluating segment include the following:

- Plan the evaluation of: (a) instructional content, (b) instructional procedures, (c) individual learner outcomes, and (d) group outcomes during the planning of the curriculum.

- Establish criteria for evaluating (a), (b), (c), and (d) above.

- Use a variety of means and methods to collect information that can be used to evaluate (a), (b), (c), and (d).

- Interpret findings of evaluation in order to improve instructional content and procedures; learning arrangements, resources, and outcomes.

- Involve learners and learning groups in the planning, designing, and implementing of the evaluation described above.

6. Instructional Management Activities for Decision Making

Decisions in a group situation can be made by one individual, by group consensus, or by some compromise between these extremes. In any case, decision making, like sharing leadership, is an area that can make or break the group. Therefore, the teacher's role is difficult to define, except in terms of suggesting an advisory role. The teacher's activities are as follows:

A. Deciding on a Goal. This is the first decision to be made and it involves a great deal of mutual exploration of options. The group's first decision procedure will set the course for future activities, and the teacher should be prepared to present different decision-making procedures to the group.

B. Choosing a task. There may be no rhyme or reason to the decision making, or there may be a well-established one (e.g., deference to the choice of the most "popular" person). In any case, the decision may lead the group in the "wrong" direction and conflicts may emerge. New decision-making processes will have to evolve or the group may fall apart. The teacher should provide alternatives and raise questions that will enable the group to project the consequences of their decisions. The teacher should emphasize the danger of ending examination of alternative approaches too early.

C. Developing or adapting instructional strategies that will involve the students in the use of inductive and deductive reasoning. Decisions should appear as the result of reasoned (i.e., interactively carried out) arguments.

D. Supporting the effort in early decision making. The principles, procedures, and skills learned should be applied to other situations that require making a decision.

TEACHER OBJECTIVES

At the completion of the Decision Making segment, the teacher should be able to:

- Know the different models of decision making and their consequences for group activity.
- Suggest in a non-authoritative but advisory way, the alternatives to any given decision-making style.
- Guide the group in its evaluations of decisions early in the life of the group.

7. Instructional Management Activities for Sharing Leadership

This segment (sharing leadership) and the one which follows (cooperation) can be referred to as "supra-functions" of the group's activities. What is meant by this is that the philosophical presuppositions of sharing leadership and cooperating pervade and transform all of the activities occurring in other segments of the program. Shared leadership is a way of treating the group leadership function as a property common to all group members. As a group perspective, "sharing leadership" requires that the choice of goals, objectives, and tasks should be guided by whether the required leadership functions can be shared by all members of the group. Hence, the goals and tasks should be chosen according to their abilities so that, as the task and group evolve, those functions may be transferred from one group member to another.

In view of this, instructional activities throughout the group's development should aim at the equal distribution among group members of the processes of: initiating activities or purpose, structuring those activities, and motivating individual members. The teacher must also be sensitive to the needs and wishes of the group's members, as there will be those members with leadership potential, but without the motivation for leadership. The emergence of different group members to fulfill the function of leader must be natural and spontaneous, and directed through the design of the instructional arrangements surrounding the group.

The instructor activities of the teacher would include the following:

A. Determining a goal with the group so that the leadership function is clearly defined. This means examining that goal with an eye to the potential of every member fulfilling that function.

B. Choosing a Task. The teacher should help select criteria for choosing one task from a set of tasks determined by the group's goal. (Such criteria might be stated in terms of difficulty--subtasks that may be handled separately can produce difficulty in synthesizing those parts, etc.) But the task should require a leader who cannot be readily identified by his or her popularity, or already attained social status. Leadership must be determined by the task. If the task is complex enough, the leader functions could be distributed according to individual abilities. Hence, no one person could be identified as the "leader." Shared leadership would be based upon the structure of the task which would require the potential leader to initiate and structure task work.

C. Managing the Group's Leadership Development. Teachers should observe and give only the most general advice to the group. They should be cognizant of the person talking the most about the group task, or who is most distracting to the group. They should see if sanctions emerge within the group which will keep it on the task, and see whether emergent leadership is due to personal manipulation or ability to carry out the task. Teachers should observe the group to see if: goals and objectives are laid out, the task is being analyzed, needs assessed, resources determined, etc. They should only intervene occasionally, if need be. When intervention would be fruitful is part of the instructional leader's decision making about his or her role.

D. Changing the Task or Task Requirements.* This is exceedingly delicate. The emerged leader of the group, developed in response to a particular task, would have to give up his/her leadership. Altering tasks could have the effect of rotating leadership within the group over a period of time. It should be stressed that the same leader might reappear with different tasks.

E. Allowing Self Evaluation. The teacher informs the group to evaluate itself and set new objectives, new goals, or a new task, if necessary. Less drastically, the teacher might suggest a re-examination of the task or solutions which might determine a new leadership style.

F. Continuing to observe, suggest, evaluate, and change tasks or the nature of the original task. This activity will help distribute leadership activities in the group.

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*This set of activities might be unique to shared leadership.

TEACHER OBJECTIVES

At the end of this segment in Shared Leadership, the teacher should be able to:

- Plan and implement instructional arrangements by which students can realize their own leadership potentials.
- Develop or adapt techniques which contribute to the emergent leadership process, but do not undermine the integrity of the group.
- Guide students in evaluating and selecting a task-specific leadership style and alternative styles.
- Enhance group skills at finding and exploiting resources, information, or other aides that would enhance leadership style selection.
- Use strategies that will allow for a rotation of leadership as a learning or functional device from one person to another, but without undermining the integrity of the group.

8. Instructional Management Activities for Cooperating

This set of management skills is involved in harmonizing and unifying group efforts whether they are resolving conflicts, using resources, or participating in other activities. It is equal with sharing leadership as a quality of the group. One cannot have shared leadership unless there is a high level of cooperation. Such a harmonizing quality also pervades all the various activities of the group, and defines the qualities of both individual and group action. The teacher, therefore, needs to develop criteria for deciding when to intervene and at what level within the framework of an instructional strategy. An intervention should have a specific purpose and predetermined limits. All final decisions and courses of action should be taken by the group. The teacher's activities in regard to cooperating are:

A. Observing the cooperative activities of the group. The task which will define the functions of the group should be amenable to cooperative activity. The instructor might keep a log regarding task activities and gains in cooperation. Each group will have its own conscious or unconscious standards for effectiveness and cooperativeness. The instructor should have his or her own standards as guidelines for potential advisory activities or functions.

B. Supporting cooperative efforts by providing possible resources, materials, and alternative procedures.

C. Evaluating group activities and relating these evaluations to the self-evaluations being made by the group.

TEACHER OBJECTIVES

At the completion of the segment concerning cooperation, the teacher should be able to:

- Understand what is meant by cooperating in terms of the functioning of the group in relation to shared leadership.
- Know what learning resources and conditions are available that are conducive to cooperation within a group.
- Know how to adapt or use a variety of instructional strategies that can allow advice, or subtle directions, to be given to assure cooperative group activities in carrying out tasks.

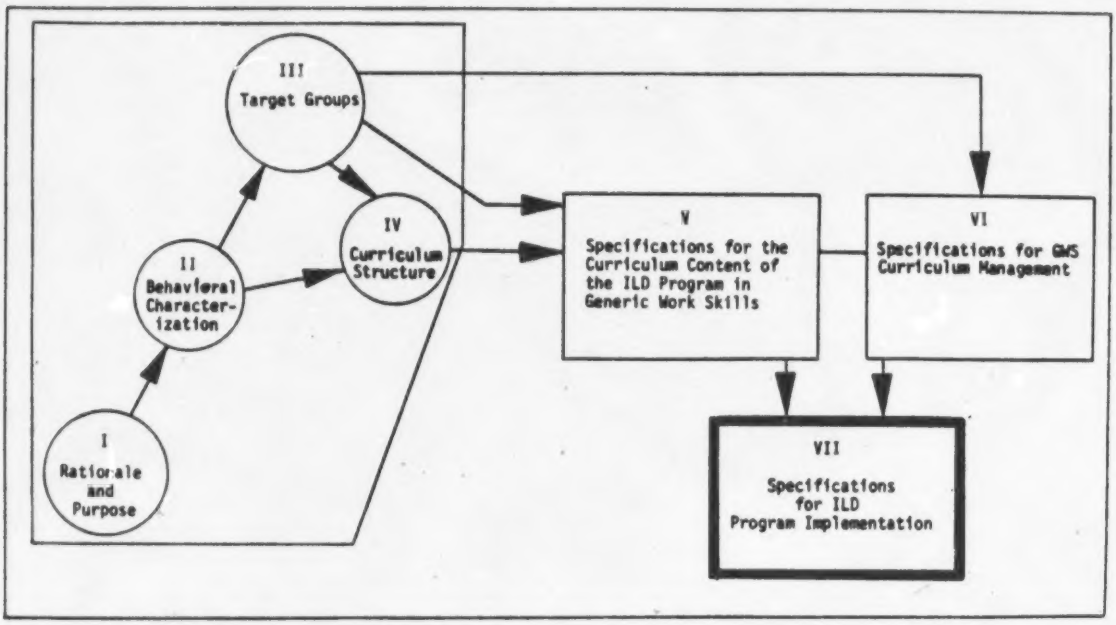
In conclusion of this part on specific instructional management activities, we have described the activities of managing different skill areas of group interaction. These skill areas are not simply discrete functions. In actual practice they are interrelated, subsumed, integrated, and unified in ways that are unique to task, situation, moment, time, and activity. Although one can lift each of these skill areas out of its place in the group's stream of thought and action, and proceed to examine and convey it to a person in an instructional way, it should be remembered that they are all interrelated.

E. Summary

In this section of the Model, we provided a general definition of Curriculum Management and set forth a series of organizing values to guide the specifications that were later outlined for managing an ILD program in GWS education. We also explained how this management component relates to the goals and objectives of a GWS curriculum.

The specifications presented in this section will become the basis for identifying or developing instructional resources, techniques, and strategies which teachers can use to assist their students in acquiring desired knowledge, skills and attitudes, and competencies consistent with the GWS curriculum model.

SPECIFICATIONS FOR ILD PROGRAM IMPLEMENTATION



VII. SPECIFICATIONS FOR THE CURRICULUM CONTENT

A. Introduction

The Implementation component of the Model for the GWS Instructional Leadership Development program:

In Part B, we provide a structured view of implementation and describe characteristic activities associated with the components; and in Part C, we describe implementation modes:

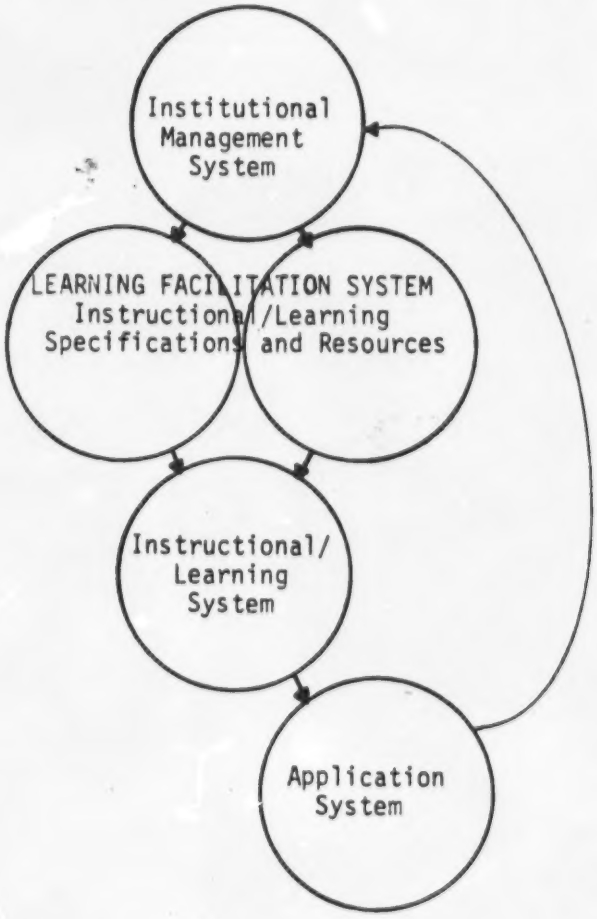
- The Institution Based Mode: when an institution of higher learning makes arrangements (inservice or preservice) for a directed course or workshop that makes use of the resources.
- The Learning Team Based Mode: a self-directive arrangement of educators who wish to use the ILD resources as a learning team.

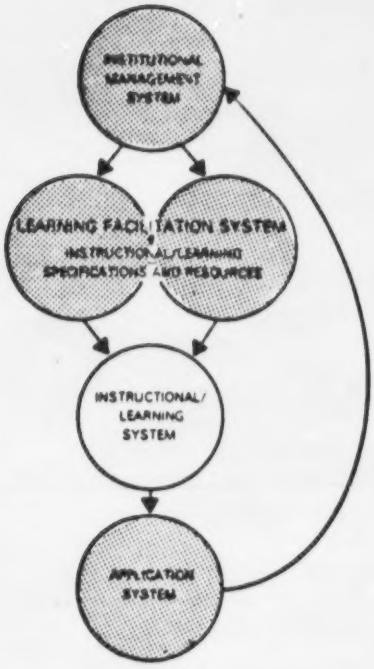
B. Components and Structure of Implementation

A description of the components of the implementation structure is presented in this part. These components are shown in Figure 2 and represent the organizational arrangements necessary to operationalize an ILD program.

FIGURE 2:

THE IMPLEMENTATION STRUCTURE





1. INSTRUCTIONAL/LEARNING SYSTEM

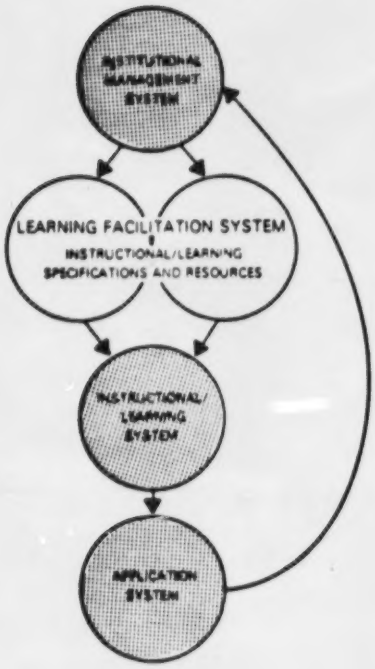
This system is the nucleus of the implementation model and is built around, and in response to, the needs of the teacher who becomes the learner (teacher-as-learner).

The instructional/learning activities of this system aim at the integration, rather than the re-education of the teacher.

The Instructional Learning System uses information and resources from the Learning Facilitation System to purpose, plan, implement, and evaluate the ILD program.

The ILD program will meet the following criteria:

- provide integrative, experientially based learning experiences;
- utilize generic work skills instructional/learning methodologies, materials and assessment strategies;
- provide for differences in modes of inquiry and learning; and
- help internalize the development of different levels of awareness of a Generic Work Skills curriculum.



2. LEARNING FACILITATION SYSTEM

The function of this system is to specify:

- Knowledge, skill, and attitude competencies.
- Instructional/learning strategies and methodologies.

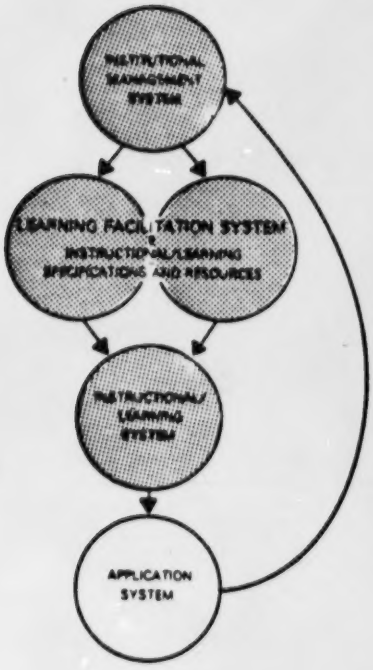
These specified strategies and methodologies will assist the person who implements the ILD program and the participants in planning, implementing, and evaluating an effective ILD program.

The two subcomponents of the Learning Facilitation System are:

a. Instructional/Learning Specifications which define the knowledge, skill and attitude competencies to be addressed in the ILD program These specifications are derived from the curriculum structure (Figure 1) and they contain the following:

- An inventory of knowledge, skill, and attitudinal competencies required by the teacher in the areas of GWS education content, curriculum management, and personal behavior/awareness.
- Overall rationale of program as outlined in the Orientation Manual.
- Conceptual tools and heuristics of the content as presented in the Content Specifications.
- Content and curriculum management specifications as presented in the Content Module and the Curriculum Management Module.

b. Instructional/Learning Resources which identifies potential instructional/learning resources to assist in planning, implementing, and evaluating an effective ILD program.



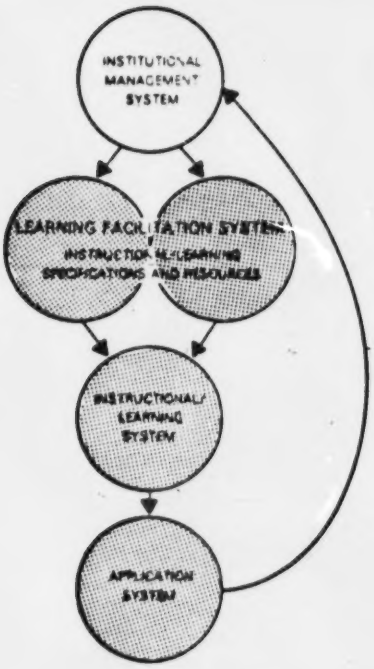
3. APPLICATION SYSTEM

The function of this system is to provide for the development and designation of the instructional/learning arrangements where the teacher has the opportunity to integrate and apply the knowledge, skills, and attitudes he/she has acquired.

The application of what is learned during the training program is not left to chance, but is provided by design through engineered, on-the-job experiences.

Real or simulated application situations such as those listed below may constitute the activities of the Application System:

Real	Simulated
Actual classroom	Micro-teaching Role playing



4. INSTITUTIONAL MANAGEMENT SYSTEM

This system is concerned with the overall institutional management and administration of the implementation process and the acquisition and management of resources required to support implementation.

C. Implementation Modes

Two major implementation modes are proposed here:

- The Institution Based Mode, when an institution of higher learning makes arrangements (inservice or preservice) for a directed course or workshop that makes use of the resources.
- The Learning Team Based Mode, a self-directive arrangement of educators who wish to use the ILD resources as a learning team.

1. The Institution Based Mode

This system is concerned with the overall institutional management and administration of the implementation process, in case the ILD program is institutionally based (i.e., based in colleges, universities, etc.). It is comprised of a management team of administrative and training personnel.

The management team will:

- Develop and allocate resources for the Learning Facilitation System.
- Establish overall policies and funding priorities for implementation.
- Monitor and evaluate program effectiveness and efficiency.

2. The Learning Team Based Mode

This mode of implementation is a self-directive arrangement of educators/teachers who wish to use ILD program resources and conduct their own ILD program as a leaning team.

In this learning mode the training is organized around a team learning approach in which individuals work in small groups of 3-5 in a self-directed manner; that is, without the necessity for an "expert" trainer or an outside coordinator.

This approach is based on the following set of assumptions:

- Individuals will learn better and with greater motivation when they are able to share information, exchange ideas, test solutions, and discuss or debate issues with others who are similarly interested or engaged.

- Since the training requires working with a great deal of information from a variety of sources and perspectives that should be absorbed and synthesized in a relatively short period of time, members of the learning team can divide up or share the responsibilities and work involved.

- Using unfamiliar or "externally" developed (learning) materials is best negotiated when learners can "interpret" materials and procedural instructions as a group rather than individually. This assumption follows from the belief that what may be a difficulty or "snag" area for one individual will not prove to be so for another, and vice versa. Thus, there is always someone in a group who can keep things moving along by figuring out what to do, what is needed, or what is meant by...at a given time.

- The decision-making and problem-solving emphases in the integration/application sections require that individuals deal with both personal and societal attitudes, and with values which, in turn, are best "gotten at" or revealed through group exchanges (i.e., comparisons, clarifications, etc.).

- Sharing understandings and experiences in a team learning mode will lead ultimately to a greater individual awareness and understanding of complex problems addressed by the training program.

D. Summary

In this final section we presented specifications for the institutionalizing of an ILD program. We outlined the major components of a system that would implement an ILD program and then characterized two implementation modes.